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ABSTRACT

The mandate of the Recognition for Learning Pilot Project was to develop a recognition system that would work in Huron and Perth Counties (Ontario), particularly for the agencies offering adult literacy services. Design principles were developed for each of the three system components: a registry, a paper of recognition, and a teacher support system to ensure reliability of the recognition. The next step was to design a system to operate and test in Huron and Perth Counties that included four parts: Recognition for Learning (RFL) board, collaborative evaluation in literacy programs, registry, and certificate. Four quality concepts were developed to help define what made a good collaborative evaluation: collaborative, informal, reliable, and valid. Two models for the certificate were designed. Evaluation tools of the system were divided into two sets: one directed at students and teachers who were involved in testing the system and another directed at employers and the general public. Project results were directed at current adult learning recognition systems in Ontario. Recommendations were directed at recognition systems in general, at the Huron-Perth components, and about future implementation of project results. The appendixes include a tutor training kit that includes sample certificates, copies of forms, a calendar with project events and deadlines noted, professional background material, and market survey questionnaires. Contains 15 endnote references. (YLB)

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The Recognition for Learning Pilot Project

Summary Report of Results and Recommendations March, 1993

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The Recognition for Learning Pilot Project

Summary Report of Results and Recommendations

March, 1993

by

Gianne Broughton,
Project Co-ordinator

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Acknowledgements

As with any participatory project, the list of people to acknowledge is very long. Many people gave of their time and knowledge to help us develop a system to test, and then to test it. Without the persistence of Andrea Leis and the Huron-Perth Literacy Committee, the project would never have received funding. The tutors and students of the literacy programs did a lot of work, filling out monitoring forms, and expressing their criticisms and enthusiasms. The Recognition for Learning Board braved bad weather to give me much needed advice. The employers who responded to the market survey also made an important contribution. The Perth County Training Committee was a very accommodating host for the project office. Sharon Maurice taught me a lot about graphics, and did the difficult organizational diagram on pages 5 and 6.

The generosity of my parents who helped me get settled in Stratford, and helped provide a family atmosphere for my son when exhaustion threatened me must also be acknowledged.

Thanks also go out to the National Literacy Secretariat for funding the project. Grants like this one have an important role in helping us to develop innovative approaches for more effective adult education. Conestoga College generously held the grant for us without charging an administration fee.

Copies of this report are available from Andrea Leis, Huron-Perth Literacy Committee, c/o Conestoga College, 270 Water Street, P.O. Box 848, Stratford, Ontario N5A 6W3.

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1 Introduction

1.1 Problem Statement

Adults often achieve significant learning without receiving official recognition in the form of a certificate or other "paper" record.

This lack of official recognition causes problems when adults want to move from one training program to another, or from training into the paid or volunteer workforce. Research conducted by the Open College Network (UK) has estimated that 80% of adult learning takes place outside of certificate or diploma programmes.[1] Also, in the conventional framework where recognition depends on completing a course of study which may take several years, adults often accumulate skills without completing and receiving certificates. Adults take what training they can get, as it fits into the contingencies of their responsibilities to family, employment and personal health. Another often unrecognized source of training for adults is on-the-job training.

In a rural area, the barriers to training are further complicated by distance between locations where training is provided. Also, the smaller populations mean that it can be difficult to fill classes. Programs are cancelled due to low subscription, or difficulties staffing more remote locations. So, adults may begin a series of courses working towards a certificate or diploma and not be able to complete the series. Nevertheless, they learned something from the courses they did take, but that learning generally goes unrecognized. In order to continue training, a rural adult may have to switch to a different training provider. It would be useful to have a paper record which students could present when starting a new program of study, to show what has already been accomplished, and help identify a good starting point.

The Recognition for Learning Pilot Project was a response to this problem. The mandate of the project was to develop a recognition system that would work in Huron-Perth Counties particularly for the agencies offering adult literacy services.

1.2 The People Who Worked on the Problem

The project was conceived in 1990 by the Huron-Perth Literacy Committee (HPLC), quite a unique phenomenon in Ontario, representing several different organizations and jurisdictions who are working together to improve access to literacy for adults. It includes two colleges, two boards of education, and two community based literacy programmes. Other agencies serving the rural population are also members, including the Rural Organizations Specialist Branch of Ontario Ministry of Agriculture and Food, the District Health Councils and the Public Libraries.

A sub-committee of the HPLC met several times to refine their ideas and understand each other's programmes and the implications of recognition for the different organizations. They produced a project proposal.

In early 1992, the HPLC received a grant from the National Literacy Secretariat, and hired

Recommendation 1

> The recognition system should be available to all literacy programs regardless of institutional differences.

myself as project co-ordinator in April to organize a participatory pilot project to design and test a custom-made recognition system for Huron-Perth. From April 1992 until September 1992, I consulted with tutors, students and co-ordinators of all the member literacy programs. The Huron-Perth Recognition for Learning System was tested from September 1992 to January 1993 with tutors, students and co-ordinators of St. Marys Literacy, Perth County Board of Education Continuing Education, and Conestoga College Ontario Basic Skills Literacy programs. The organizational diagram on pages 5, 6 shows the various people and organizations involved in the Recognition for Learning Pilot Project.

1.3 The particular challenge in Huron-Perth

Recommendation 2

> The recognition system should be acceptable to all member literacy programs.

Table I below is a collection of statements regarding the students, teachers, and employers that we encounter in Huron and Perth counties. There are also some statements about literacy. We had to develop a recognition system which would work in this context. In summary, there is a very broad range of individual differences among adult literacy students in member programs. Teachers have developed their approaches to respond to this diversity, including informal evaluation, and observation of how independently their students can read and write. They have the commitment necessary to be innovative. Employers can accept a reliable recognition system based on evaluation by teachers rather than by external measures. A standard format for reporting is best. Many employers face literacy problems among employees. Concerning literacy, we had to recognize the complexity of reading and writing, and how individually people apply their skills.

Gianne Broughton
Project Co-ordinator
March, 1993

Table I ***Summary of Important Points about the Context of the Project***

Some Important Points
Some important points about **students** A) They learn differently. They face different challenges in literacy learning. They take different amounts of time to learn. B) They are motivated by relevant learning. C) They learn in an integrated way---literacy learning is supported by learning in other areas. The component skills are transferable. D) Not all students feel the need for recognition. Having a measure of their success and ways to show progress along the way can be very helpful to some students. E) They have different learning goals.
Some important points about **teachers** A) They use informal evaluation. B) They would welcome periodic workshops to share experience and build evaluation skills. C) They could use **independence** as an evaluation indicator. D) They use student-centred methods and want to protect that flexibility. E) They have strong commitment to the work and the students.
Some important points about **employers** A) Many employers have hired employees to meet the immediate needs of the workplace. Often, no thought has been given to long-range plans or restructuring of the <u>future</u> working environment. When changes occur, those who have been hired without literacy competency as a consideration, will eventually experience serious difficulty. B) Reliability of the recognition is based on experience as much as system: can the person do what the paper says? C) Evaluation by the teacher is acceptable when backed up by training and comparable curriculum. D) Need a standard format for the "paper".
Some important points about **literacy** A) It is a **composite** skill, including visual and motor skills; sequence and pattern recognition; oral and silent reading; writing; speaking and understanding. B) Literacy is personal. What and how a person reads and writes depends on the student's situation.

Other Workplace Literacy Programming - a Direction for the Future

Rural Literacy Connections
Barb Shipley, Pesticide Pre-courses
Jennie Girard, Tutoring program

Centralia College
Barb Shipley

Ontario Ministry of Agriculture and Food (O.M.A.F.)

Providing Skills Training for Workers through Employers

Perth County Training Committee (PCTC)
Carol Rock, Co-ordinator
Sharon Morrice, Administrative Assistant
Identifies need for literacy programming

Huron County Training Advisory Committee (H.I.T.A.C.)
Don Steward, co-ordinator

Providing Skills Training for Union Members

Basic Education for Skills Training (B.E.S.T.)
Catherine Goodhew, Stratford

Huron-Perth Literacy Committee
Andrea Leis

Volunteer Programs

St. Mary's Adult Literacy
Ann Slater, Marg McLean, co-ordinators;
Donna Hansen, teacher

Stratford Public Library
Gail Poole, co-ordinator

Ontario Federation of Labour (O.F.L.)

College

Perth/Huron Literacy Centre - Conestoga College
Marilyn Haslam, co-ordinator

Goderich Literacy Program
Jennie Girard

Wingham United Church
Hilda Grant

Clinton Literacy Program
Molly Burke

Listowel / Brussels Adult Literacy
Rosemary Rognvaldson

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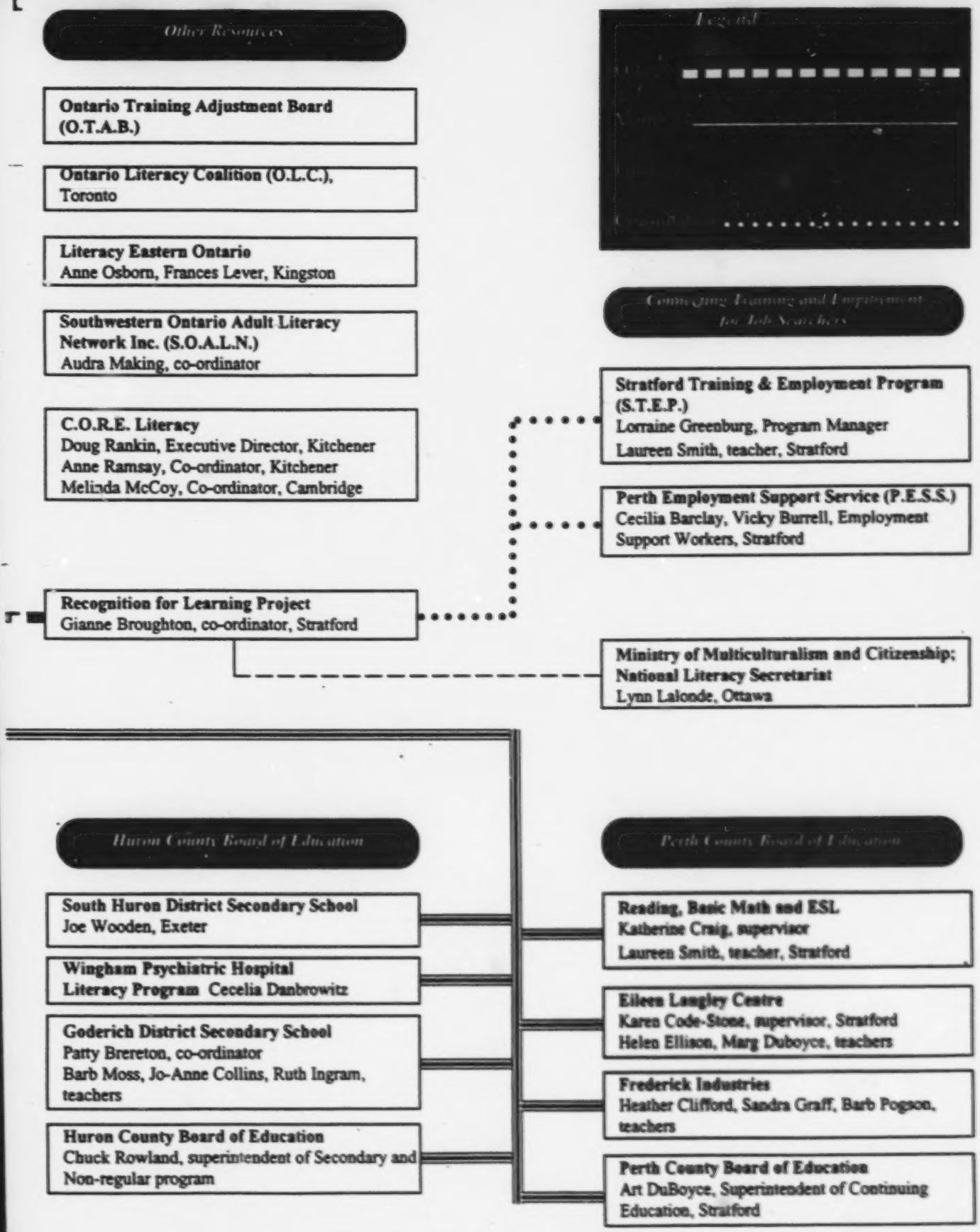
Note: All of these literacy programs are funded by the Ontario Ministry of Education (now Education and Training)


Other Resources
Ontario Training Adjustment Board (O.T.A.B.)
Ontario Literacy Coalition (O.L.C.), Toronto
Literacy Eastern Ontario
Anne Osborn, Frances Lever, Kingston
Southwestern Ontario Adult Literacy Network Inc. (S.O.A.L.N.)
Audra Making, co-ordinator
C.O.R.E. Literacy
Doug Rankin, Executive Director, Kitchener
Anne Ramsay, Co-ordinator, Kitchener
Melinda McCoy, Co-ordinator, Cambridge
Recognition for Learning Project
Gianne Broughton, co-ordinator, Stratford
Legend
Converging Learning and Employment for Job Searchers
Stratford Training & Employment Program (S.T.E.P.)
Lorraine Greenburg, Program Manager
Laureen Smith, teacher, Stratford
Perth Employment Support Service (P.E.S.S.)
Cecilia Barclay, Vicky Burrell, Employment Support Workers, Stratford
Ministry of Multiculturalism and Citizenship; National Literacy Secretariat
Lynn Lalonde, Ottawa
Huron County Board of Education
South Huron District Secondary School
Joe Wooden, Exeter
Wingham Psychiatric Hospital
Literacy Program Cecelia Danbrowitz
Goderich District Secondary School
Patty Brereton, co-ordinator
Barb Moss, Jo-Anne Collins, Ruth Ingram, teachers
Huron County Board of Education
Chuck Rowland, superintendent of Secondary and Non-regular program
Perth County Board of Education
Reading, Basic Math and ESL
Katherine Craig, supervisor
Laureen Smith, teacher, Stratford
Eileen Langley Centre
Karen Code-Stone, supervisor, Stratford
Helen Ellison, Marg Duboyce, teachers
Frederick Industries
Heather Clifford, Sandra Graff, Barb Pogson, teachers
Perth County Board of Education
Art DuBoyce, Superintendent of Continuing Education, Stratford

1.4 Definition of Terms

Literacy - Literacy is an individual's ability to use reading and writing to help meet the needs of living in the community. In addition to fundamental skills, it includes an ability to critically interpret the point of view of an author, and to be critically aware of one's own point of view.

Assessment and Evaluation - "Assessment" is usually used when someone is determining where an individual fits into an organization's classification system. Recognition for Learning is not trying to "slot people in" to any particular program, so it is more accurate to use the term "evaluation" for the process whereby teachers and students reflect upon what they have learned.

Learner, Student, Tutor, Teacher - Much of the community-based literacy literature uses the terms "learner" and "tutor" for these essential roles. In Huron and Perth Counties, we are working with Colleges and School Boards as well, where the terms "student" and "teacher" or "instructor" are common. So that people from different backgrounds will feel comfortable reading this report, I have used "learner" and "student" interchangeably, and likewise with "tutor" and "teacher".

Pilot Project - A pilot project is an opportunity to test out and refine an idea on a limited scale, and to make recommendations about the possible implementation of the idea on a larger scale. A particular geographical area is usually chosen, and the project usually has a short time-span.

Monitoring - Monitoring is an essential part of a pilot project. Monitoring is the process of watching how the project is going, and making adjustments if necessary. It involves getting information from the people working in the project about how well each part of the project is working.

Key Informant - A key informant is someone who knows a lot about something that a research needs to find out about. A key informant interview involves a researcher asking someone some questions and keeps track of the answers. Interviews may be face-to-face or by telephone.

Survey - A survey is a way of collecting the same set of information from a lot of key informants. By asking the same questions to a lot of people, a researcher can find out about different points of view. Surveys can be done by written questionnaires, or by face-to-face or telephone interviews.

2 Project Methodology

We approached the problem by following a cycle of action and reflection, as in an action research framework. We would gather information, apply it to the problem, propose a solution, and test our solution against our agreed-upon criteria. Then, we would adapt and improve our solution and test it again. We did this in a consultative way, making sure that the people who would be using the recognition system had a significant role in designing and testing it. Table I below summarizes the actions and reflections undertaken during the course of the project.

Table II Methodology Summary: Actions and Reflections

Action	Reflection
1. **Initial Research:** I, the project co-ordinator, educate myself about the state of literacy and recognition practice, through reading and key-informant interviews with employers, students, practitioners	2. **Design Workshop:** Project participants (see section 1.2) correct the initial research findings and set design principles for a recognition system. They point out that we need to understand the assessment process better.
3. **Assessment Trial:** Tutors give examples of how they assess students' progress using a global learning report format; I analyze the results of the assessment trial to find appropriate collaborative assessment categories.	4. **Design Trial Pilot:** Apply design principals to compose two models of assessment and reporting on a certificate. Design organization system: Reliability, "Paper", Registry.
5. **Run Trial Pilot:** Train four tutors; tutors and students assess student progress and report using the two models; I handle paper work and prints certificates.	6. **Trial Pilot Post Mortem, Further Research, Refinement of Models:** Tutors and students identified short-comings of the trial pilot process. I search for materials to help improve the system, make adjustments, write new resource materials, finalizes models for pilot.
7. **Run Pilot:** Train as many tutors as possible; tutors and students use the models, and report on how well they work; RFL Board makes organization and adjustment decisions; I collect paperwork and print certificates, manage market survey.	8. **Pilot Post Mortem:** Participants review the experience of the pilot, evaluate the models and the organization system, and make recommendations; I write report.
9. **Implementation:** Huron-Perth Literacy Committee and RFL Board look for ways to set up an on-going recognition system.	10. **Periodic Review of the RFL Process**

3 Conceiving a Recognition System

3.1 System Components, or the Building Blocks

Three necessary components of a recognition system were identified from the Open College Network (U.K.) model: a registry, a "paper" of recognition, and a system of teacher-support which could ensure the reliability of the recognition. The Open College Network model seemed too elaborate for our resources and situation.[2]

3.1.1 Registry

The registry keeps a record of all the students enroled in the recognition system. It is maintained over time, so that lost certificates can be re-issued. People can call the registry to verify that certificates are authentic. In addition to storing recognition information, the registry prepares and sends out "papers".

In different models, the recognition "paper" is called a "certificate, a "diploma", or a "passport".

3.1.2 Paper

Whether it is called a certificate, a diploma, or a passport, the paper is the student's concrete record of what she or he has accomplished. Its primary function is to communicate information about the student and the learning program. precisely what information is included on the paper depends on the purpose and environment of the recognition system. We decided to call our paper a "certificate".

3.1.3 Tutor support system to ensure reliability

If the learner can actually do what the certificate says that she or he can do, then the recognition system is reliable. Without this element of reliability, the system is pointless. Its credibility in the community and its value to students depend on its reliability.

The measurement or evaluation of literacy, as with any learning, is difficult because we cannot directly observe thinking processes. Our perception of a person's accomplishment depends on the quality of communication between the "evaluator" and the "evaluated". A reliable evaluation requires skilled communication. The way to ensure reliability, then, is to train and support tutors as they develop skills in communicating with students about what thy have learned. A complete recognition system needs to organize this tutor training and support.

3.2 Design Principles, or Knowing How Well the Building is Built

3.2.1 What is a Design Principle?

In order to develop a system which would work specifically in our situation, we had to apply our learner centred, open access values to the three system components. Through imagining what might work and what might not work, and comparing the characteristics of different approaches, we came up with design principles for each component. Design principles are descriptive characteristics of system components with which actual registries, papers and system of reliability maintenance system can be designed.

3.2.2 How the Design Principles were Developed

The principles for the design of the models we tested were developed and agreed upon at the Design Workshop at the end of April, 1992. At the workshop, we were able to bring together many of the participants in our network. The Open College Network model was presented, highlighting the three components and how they worked in the U.K. Members of the group had brainstormed different alternatives on the "paper" and system of reliability maintenance. Then they compared and contrasted the alternatives, in light of the conditions in Huron-Perth. More brainstorming was done, with participants inventing recognition systems on chart paper in small groups and then discussing how the system would meet the values and needs of the Huron-Perth literacy community. These values and needs had been expressed in "Some Important Points" (Table I) and "Objectives and Effectiveness Criteria" (Table V). These tables were written by myself based on my discussions with literacy providers and students, and employers in Huron-Perth.

3.2.3 Design Principles for the Components of a Recognition for Learning System

3.2.3.1 Design Principles for the Registry

Recommendation 3

> The registry and the board should have an identity independent from any of the member programs.

Participants saw the recognition system as a whole being operated as a service by and for all the literacy providers in an area which wished to participate. The registry should have a very specific function, limited to storing recognition information and producing "papers" confidentially. Participants did not want to create another forbidding institution for adult learners to have to relate to. Participants wanted the ownership of the system to be clearly shared among all the member literacy programs.

3.2.3.2 Design Principles for the Paper

Recommendation 4

> The certificate should focus very specifically on what the individual student has accomplished. It should present information in a clear way, and be positive.

There was a great deal of discussion about what information should be included on the certificate. Some students may need a record of how many hours they spent in a program in order to get credit towards a Secondary School Diploma, or other institutional recognition. An overt statement of how long it took a student to learn something may also be unduly prejudicial to some students. "Hours" seemed to be a very coarse measure of learning, emphasising only the elements of speed. As complex tasks, reading and writing require complex evaluation approaches. The principles which grew out of this discussion were:

1) to include information particular to the individual student's learning and his or her goals,
2) to present information in a clear way, and
3) to be positive.

3.2.3.3 Design Principles for Reliability - 1) Evaluation 2) Teacher Support

As options for ensuring reliability were discussed, it became clear that the methods which teachers and students use to evaluate their progress are very important. We found two important elements in reliability ensuring systems: evaluation and teacher support. The participants at the workshop had quite different approaches to thinking about learners' progress. To address this, we decided to do a survey of teachers, asking them to show how they express the achievements of their learners. This was the "Assessment Trial" referred to in the chapter 2 on methodology.*

We got a wide range of responses to our request for teachers to give us samples of how they asses the achievements of students. Some teachers are very proficient at summarizing students' progress in a paragraph describing their work. Other teachers preferred to list particular curriculum items. These two approaches to communicating evaluation information eventually formed the basis of the two models we tested in the Pilot. The language used in evaluation fell generally into three categories. Some comments were at a very general level and non-valuative, like "you reached your goal". Skills checklists which simply show that a student can do a certain skill also fall into this category. Value statements qualifying a student's work, effort or attitude were another type, eg. "excellent communication skills". The third type was descriptive, giving information about <u>how</u> the student does a certain skill, rather than <u>how well</u>, for example:

---

* I did not recognize the distinction between the term "assessment and the term "evaluation" until long after the "assessment trial" had been completed. It really was an "evaluation trial" but we did not call it that at the time!

"can read fluently" "writes letters clearly". One set of phrases caught our eye. These referred to how independently the student accomplished the task, for instance: "with continuous instruction, (s)he can write a simple sentence" or "reads an newspaper advertisement with minimal assistance". This use of different degrees of independence to describe how a student does a skill strikes a cord with the Open College Network model which uses levels of independence to differentiate among programs.

We decided to develop an approach to evaluation which would discover and express in a fairly detailed way what the student can do, and how independently he or she can do it.

It became clear that teachers would need training and opportunities for on-going discussion and sharing of techniques to carry out reliable evaluations which would still respond respectfully to individual differences among students. Who should provide this support? How would it be funded? Participants felt that the support should be provided by people who had on-going experience in the different literacy programs, and that students should be invited and encouraged to be involved. This group of people could be called the Recognition for Learning (RFL) board.

The work of the board should not be voluntary work, but part of the job description of the people involved, freeing them from other duties so that they can do the work well. For people from voluntary programmes, there should be per-diem compensation. Materials and facilities could be paid for by membership fees from participating programs, on-going funding from provincial or federal branches, or non-governmental programs or foundations. Whatever funding arrangements are made, there should not be a financial expectation of students.

Table III Summary of Design Principals

System Component	Registry	"Paper"	Reliability
Design Principals	Limited and specific role: - to store recognition information - to stock "papers" - to sending out "papers" - housed independently of any member program	- include information particular to the individual learner's learning and his or her goals. - present information in a clear way - be positive.	1)evaluation: -descriptive -evaluate student independence -focus on the individual 2)system of teacher-support ("the RFL Board"): - by people who have on-going experience in the different literacy programs - learners could be involved. - should not be voluntary work - no user-fee for learners.

4 Developing a Recognition System for Huron and Perth Counties

Once the design principles were clear, the next step was to design a system to operate and test in Huron and Perth Counties. Our Huron-Perth system has four parts: (1) Board, (2) Collaborative Evaluation in Literacy Programs, (3) Registry, and (4) Certificate. The diagram at the end of the chapter shows these four parts graphically.

4.1 Recognition for Learning (RFL) Board

Recommendation 5

> Only tutors who have been trained in collaborative evaluation should be invited to register students in the recognition system. This limitation requires that tutor training and support for building collaborative evaluation skills be conducted within the system. This is one of the main purposes of the RFL Board.

The RFL board is the organization which provides the tutor-support for reliability. Within the pilot project which had to test as well as design the recognition system, the board had two purposes. The first was to assist the project co-ordinator to make decisions about the adaptation of the system and to tailor tutor training to each member literacy program. The second was to give several people more experience of how the RFL system works, so that if a system is implemented, there will be a group of experienced people to help. In an on-going system, the board would have to carry out tutor training itself, oversee the registry, and ensure ongoing funding for the system.

The RFL Board is made up of students, tutors and program co-ordinators of programs in the RFL system. The members of the board should have experience how well the system is working at first hand.

A quick synopsis of the activities of the RFL Board during the Pilot would serve to illustrate the role of the RFL Board in the recognition system. At the end of August, the Board had its first meeting. At the meeting, we decided how to distribute the tutors and their students into the two test groups: one for model A and one for model B. We also set dates for the representatives to meet individually with the project co-ordinator to design the tutor training sessions specifically for each program. We also discussed what to include in the tutor training kits.

The tutor training kits included copies of the RFL Newsletter and Factsheet, an example certificate, five copies each of the registration, completion and monitoring forms, and a calendar with project events and deadlines noted. In addition to this instrumental material, there was also some professional background material. This included a summary of "The Ins and Outs of Using Portfolios to Assess Performance"[3], a list of questions to guide the evaluation process, and a synthesis of literacy inventories, called "Reading and Writing Stages". Copies of the contents of the training kit are in the appendix.

The next RFL Board meeting was in the middle of November. At that meeting, we

Table IV Job Description for Board Members

Recognition for Learning (RFL) Board Job Description

Composition

The RFL Board is made up of students, tutors and co-ordinators who are participation in the RFL System. They have first-hand experience of the quality of the system.

Purpose

The purpose of the board is to make decisions about the adaptation of the RFL system, and to ensure its quality, partly through tutor training.

Activities

Members of the board respectfully collect information about how well the RFL systems is working in the literacy programmes they are involved in. This includes: listening to complaints and encouragements, and reporting them at board meetings; carrying out monitoring surveys within the system; and carrying out marketing surveys in the larger community.

Members of the board meet to decide what action to take to adapt the RFL system based on the information they have collected.

Members of the board see that "collaborative evaluation" training is given to every tutor who registers students in the system, and they see that the training is relevant to each of the specific literacy programs in the system.

Members of the board engage in strategic or long-range planning for the RFL system, and see that tasks identified in the plan are carried out, including the search for funding.

Skills Being Developed by Members of the Board as they Carry Out these Activities

Communication Skills: collecting and reporting information; interviewing key informants; expressing opinions and describing experiences; constructive criticism in the process of problem-solving.

Interpersonal Skills: Designing tutor training; working as a team on the board's tasks; organizing team work.

Thinking Skills: Description of how the system is working; analysis of information about the system; critical thinking about alternative solutions in the problem-solving process; organizing ideas for clear problem-solving.

discussed the results of the monitoring survey, the numbers and distribution of the test models, and the results of the marketing survey. We monitored the progress of the project and made necessary adaptations.

A general job description for the RFL Board members was written during the course of the pilot (see Table IV).

4.2 Collaborative Evaluation in Literacy Programs

Collaborative Evaluation is a process of reflection undertaken by the tutor and student. Each tutor in each member program is encouraged to spend some time within the regular instruction routine to offer students the chance to have a certificate made out for them. Together, the teacher and student decide what learning goals to evaluate and how to evaluate them. When significant progress has been made towards the student's own goals, they spend some time looking over the work they have done together and summarize the student's achievements. This summary is then sent to the registry where it is recorded and stored, and a certificate is produced. The certificates are sent to the tutors when they are ready, and the tutors and students decide together how they are going to celebrate the occasion. Another way to describe this process might be "guided self-evaluation".

4.3 Registry

The registry consists of a data base on a personal computer, and a routine for registering students and producing certificates. In the case of the pilot project, the project manager maintained the data base and produced the certificates. This was not a full time job, but one which required attention to detail, and proficiency with the merging of files in word-processing.

The routine we used was to give tutors registration and completion forms in their training kit. The tutors then discussed the recognition opportunity with their students and registered those who wished it. Then, whenever the student had made progress towards his or her goals, they conducted a collaborative evaluation, and composed the summary on the completion form. When the completion forms arrived at the registry, the information was entered in the data base and certificates were produced, and sent out to tutors. There were fairly rigid deadlines because of the short duration of the pilot project, and some students who registered did not send in completion forms. In an on-going system, there would be few deadlines, and the timing of certificates would depend entirely on the student's individual pace of learning.

4.3 Certificate

We chose to call our "paper" a "certificate". "Diploma" connotes a fairly long-term, pre-set course of study, which is not typically the case in Huron and Perth literacy programs. "Passport" would be used to accumulate all the different achievements that a student had received recognition for.

We found several examples of "papers" being used in different places. East End Literacy uses a one-sided certificate with a sentence or two written by the student on it, in addition to the scrolling and vital information. The Manchester Open College Federation (UK) 17cm X 22cm plastic folder with several pages, called a "credit record". One page is a certificate stating the vital information, a number of credits at a particular level. Other pages include a description of the recogntion system, a listing of "how the credit record can be used", and an almost balnk page for tutors to write "supporting information for credit record."

Our certificate is two sided. It states the name of the student, the instructor, the literacy program and the date it was composed on the front. The teacher and student compose the statement of achievements which appears on the back, and this information is put on the certificate by the registry.

In the appendix, I have included some examples of certificates which were composed by tutors and students during the pilot.

5 Focus on Collaborative Evaluation

Recommendation 6

> Registration in the system should be optional, depending on the needs of the individual student.

The evaluation process is the most crucial point in the recognition system. Tutors and students are both afraid of it, and both understand the usefulness of it. In conventional education systems, within which many literacy students have had bad experiences, the evaluation process is one of the foci of the power difference between teacher and student. In the literacy programs in Huron and Perth counties, a much more equal relationship is expected between teacher and student. In order for the evaluation process of the recognition system to support an empowering, rather than power-different relationship, it had to be collaborative. In addition to the discomfort due to the learner-tutor power question, tutors are also uncomfortable about the adequacy of their ability to evaluate. Conventional models of evaluation usually involve comparing an individual student to a "norm", or to other students. These are the models most tutors were taught, or had to submit to when they were students. Such models just do not make sense when every student is different, and is pursuing different learning goals. In this climate, it is important to help teachers develop the skills of collaborative evaluation and to give them periodic opportunities to reflect on their experience with the techniques. It is helpful if students can become involved in the training process as well. That is one reason for including students on the RFL Board.

5.1 Four Quality Concepts: Collaborative, Informal, Reliable, Valid

In order to help people think clearly about collaborative evaluation and be able to self-evaluate how well they are doing the evaluations, we developed some quality concepts to help define what makes a good collaborative evaluation. The four adjectives, Collaborative, Informal, Reliable, and Valid are used to describe the characteristics of good evaluations. They can function like a mental checklist for tutors.

Collaborative

All aspects of the process have to be collaborative. This means that no student is automatically registered in the system. The tutor must explain the system to the student, who then chooses whether or not to register. Also, the student is directly involved in composing what goes onto the certificate. This requires tutors to listen carefully to students' thoughts and concerns, and to balance the student's dignity with the need to have reliable and valid evaluations.

Informal

This refers to how the collaborative evaluation process fits into the on-going learning process. It is intended to be very much a part of the program, not an onerous addition to it. The student should not be intimidated at any time during the process. To do

reliable informal evaluations, the tutor and student need to be able to separate the contribution of the tutor from the performance of the student.

Reliable

We have to be confident that the student can do what is reported on the certificate, and that she or he could do it again under similar circumstances. Reliability is ensured in the RFL collaborative evaluation by going over a portfolio, journal or other record of the student's work, and using that to indicate what he or she can do. The report on the certificate is really a summary of the record of the student's work. The tutor training kit includes a summary of the "Ins and Outs of Using Portfolios" article to help tutors and students make reliable evaluations.

Recommendation 7

> Memory-assisting techniques like learning journals and portfolios support the reliability of collaborative evaluation. The development of skills in their use should be part of Recognition for Learning tutor training.

Valid

A certificate is valid if the words used on it accurately describe what the student can do. This requires us to be quite specific, recording observable actions. The "Reading and Writing Stages" hand-out in the tutor training kit helped us to write valid certificates (see appendix). Validity is really about communication. Do all the people reading the certificate ascribe the same meaning to the words used on it? Part of the reason for conducting a market survey as part of the pilot project was to gauge how well the certificate communicates to members of the general public, including employers.

Recommendation 8

> The "Reading and Writing Stages" guidelines should be made widely available. Similar work should be done for numeracy and life-skills. Such guidelines should describe observable stages in skill development, including the most basic early stages, and the more advanced stages.

Recommendation 9

> The evaluation process used should be collaborative, informal, reliable and valid.

5.2 Portfolios and Learning Journals

Paulson and Paulson describe portfolios this way:

> A portfolio is a carefully crafted portrait of what a student knows or can do. It becomes a focal point for the student, teacher, parent, outside evaluator,

> and others. It is simultaneously a personal and a public statement. By *portfolio*, we mean *a purposeful, integrated collection of student work showing student effort, progress, or achievement in one or more areas. The collection is guided by performance standards and includes evidence of student self-reflection and participation in setting the focus, selecting contents, and judging merit. A portfolio communicates what is learned and why it is important.*[4] *(p. 1)*

Portfolio development courses are being offered as one avenue for admission to colleges and universities in the USA and in Canada. The concept is gradually being implemented in Ontario colleges. Portfolios can be developed informally as well. Many job-search advisors put job-hunters through a portfolio-development experience to help them present their skills to prospective employers. The roles of portfolios in evaluation of learning are (1) to provide a concrete record of progress, (2) involve the learner in a process of self-reflection and self-evaluation based on the development of a concrete record, and (3) provide a comprehensive and integrated portrait of learning, which future evaluators can view from their own perspective. One of the strengths of portfolio-based evaluation is that it doesn't second-guess the values of the evaluator, but includes information on a variety of different values. Another strength is found in the portfolio's independence of curriculum. Regardless of the context or the pace of a given student's learning, that student can develop a portfolio.

Learning journals are used in many educational contexts. They are notebooks or scrapbooks where students keep a regular record of what they are doing to meet their learning goals. In the journal, students may comment on how they feel about what or how they are learning, recording difficulties and accomplishments. Several of the tutors who participated in the RFL pilot used learning journals as an integral part of their program. In learning journals, students use their new communications skills to express their ideas about themselves. When keeping a learning journal, students gain experience with self-reflection. Linking learning journals with collaborative evaluation gives students experience with self-evaluation.

Portfolios, learning journals and similar record-keeping of student work are important in the collaborative evaluation process because they provide a basis for reliable judgement of the learning process.

5.3 "Reading and Writing Stages": A guide to Appropriately Describing Achievements

In the literacy field, there are several listings of "skills" which attempt to organize literacy learning for the convenience of the teacher, as guidelines for designing instruction. These lists are also used to evaluate students' progress. Recognition for Learning developed a student-centred way of recognizing students' progress. This required a critical examination of these "inventories" to see how well they fit with student-centred programming.

Using an inventory of abstract "skills" often leads to very dry, fragmented programming,

because the teacher is focusing on, for example, "sounding out new words involving *sh*", and the lessons are without meaningful context for the student. Nevertheless, students do have to learn phonics and other components of reading and writing, and it is useful for teachers to have a list to help them keep track of their work with a student.

In order to overcome the "fragmentation trap", I have used the "Stages of Reading and Writing" which were developed by the Wellington County Board of Education to provide an integrating framework for several useful literacy inventories. "Stages of Reading and Writing" describes the progression from "emergent reading/writing" to "independent reading/writing" in functional terms. To observe these stages, you have to note what kinds of material the student can read and understand, how much meaning a reader can get from a student's writing, what strategies (including phonics) the student uses to self-correct, the level of organization the student gives to self-expression. Descriptions for both reading and writing are given at each stage, <u>but students are often at different reading stages than writing stages.</u>

I have then fitted many of the items from the "Adult Literacy Skills Catalogue" from the Ottawa Board of Education into these stages. These items give examples of what to look for at each stage.

The Ontario Basic Skills Program did a mammoth research project to find out what skills were needed for different occupations. They found that it was useful to group occupations into three categories: semi-skilled, skilled, and para-professional. *The skills needed for these three categories match the skills encompassed in Stages 6, 7 and 8.* The Automobile Parts Manufacturers' Association of Ontario has also done some very detailed work to specify training curricula for different occupations within their industry. *The skills identified for Entry Level Workers match the skills of Stage 6.* The skills listed in the curriculum of the Manchester (UK) Adult Education Service in their submission for Open College Accreditation for students looking for entry-level manufacturing employment *also match Stage 6.* The Manchester curriculum is the only one which mentions Listening and Speaking skills as well. The Manchester curriculum for "Every Day English", which they offer to people who are not yet ready for entry-level employment skills, *match the skills of Stage 4.*

Recognition for Learning members do not refer to these Stages on our certificates. We supplied this information to teachers so that they can help their students develop the skills that they need for their goals. There are words and phrases in the descriptions of the stages and the items from the catalogue which we can use on the certificate to describe what students have accomplished. We must always choose words which make sense to members of the general public.

6 Focus on the Certificate

6.1 The Function of the Certificate

The purpose of the pilot project was to test ideas for a recognition system. So, we decided to design two models for the certificate. This way, we were able to learn from comparison and contrast.

Both models function within the framework of the four Quality Concepts: Collaborative, Informal, Reliable and Valid. In both cases, the certificate is meant to be a summary of what the student has learned, based on evidence of a portfolio or journal or other on-going record. Both models are presented as two-sided certificates. On the front is the "vital information": the student's name, the subject they are being recognized for, the name of the program where they took instruction, the name of their instructor, and the date. The front is as elaborate as possible within the limits of readability. On the back, each model presents a "report" or "summary of learning" which is very specific to the individual. There are no "marks". The summaries are so individual, that competition among students is really irrelevant. Please refer to the appendix for examples of certificates which were composed during the pilot.

6.2 Model A

The reporting side of the certificate has two paragraphs. The first paragraph explains how the second paragraph was composed, specifying how the student and tutor collaborated. The inclusion of the introductory paragraph makes it possible to use Model A with students who are physically handicapped, making writing with a pen or pencil an unrealistic expectation. With such students, the tutor can write the paragraph and report how the paragraph was composed and how well the student can read it. The second paragraph is an example of the student's writing, which is planned with the help of the tutor, so that important information is not left out. The theme of the second paragraph is the student's learning achievement. Model A lends itself to telling the story of the student's accomplishment and is especially effective when there is something unique about the student's learning challenge.

6.3 Model B

The reporting side of the certificate begins with a statement of how the student was performing "when instruction began". This provides a baseline, and can indicate how far the student has come, when coupled with the "goals achieved table". The "goals achieved table" lists the learning goals that the student and tutor decided to pursue and evaluate. Each goal is also evaluated according to how independently the student can now accomplish it. Including a category like "with assistance" allows us to recognize people for whom just making the effort to learn is a real accomplishment, and also to recognize when they move from "with assistance" to "with minimal assistance".

7 Evaluation of the Huron Perth Recognition for Learning System

7.1 Criteria for Evaluating Our System

One of the objectives of the first two stages of the methodology was to establish a set of objectives and effectiveness criteria upon which to base the evaluation of the models tested in the pilot. I put together a table of objectives and effectiveness criteria based on my initial key informant interviews. This table was corrected and refined at the design workshop (see Table V). Having established the criteria at the beginning of the project, we knew what questions to ask in the monitoring and evaluation surveys and events.

7.2 Evaluation Tools and their Results

The evaluation tools were divided into two sets. Set One was directed at students and teachers who were involved in testing the recognition system during the pilot from September 1992 to January 1993. These were the interim and final monitoring surveys which were included in the tutor training kit. Both students and teachers were encouraged to fill them out. The November RFL board meeting was also a monitoring event.

Set Two was directed at employers and the general public. This was the market survey which used two questionnaires. The first questionnaire was done as part of a display at the fall fairs around the counties and the second questionnaire was mailed or sent by fax to employers.

Copies of all questionnaires are in the appendix.

7.2.1 Set One: the Interim and Final Monitoring Surveys

These surveys were included in the tutor training kits, and were completed by tutors and students who were involved in the project. Even if a student decided not to register and complete a certificate, the tutor and students were encouraged to send in monitoring forms.

Recommendation 10

> A "user's guide" for tutors and students to help with the composition of certificates should be developed based on feedback from the pilot.

The interim monitoring forms which were sent in before the November RFL board meeting indicated that students and tutors would prefer a more ornate certificate. This was easily accomplished. Also, tutors indicated that they needed more guidance as to what learning to recognize on the certificate. We sent out an encouraging letter with examples of accomplishments that would be included for a particular student, who is a member of the RFL board. Students and tutors both indicated a strong confidence in the reliability of their reporting on the back of the certificate, saying that they would not write that they could do something if they could not do it. There was some concern about the process

Table V Summary of Objectives and Effective Criteria

OBJECTIVES	EFFECTIVENESS CRITERIA
Attitude	
a) to recognize the learning that people do which does not follow a prescribed set of courses leading to a diploma or degree; to recognize, value, experiential learning; to send a message to families and to society: all learning is important	a) is it expandable beyond literacy to other areas of learning? Is it extendable beyond Huron-Perth? What kind of "official" recognition does it have?
b) to enhance the self-esteem of the student	b) and c) is it positive?
c) to enhance student (and teacher!) motivation and the excitement of learning	
d) to recognize the intermediate steps in becoming well skilled	d) does it show intermediate steps?
Usefulness	
e) to provide a cumulative record of such learning	e) does it accumulate achievements?
f) to back up the student's self-description with documentary evidence	f) is there a paper trail for verification?
g) to be practical; to make learning (and teaching) easier, not more difficult	g) does it facilitate learning and teaching?
h) to encourage the personal growth of the student	h) does it show growth?
i) to incorporate student self-assessment	i) does the student have a self-assessment role?
j) to enhance the student's employability, in cases where the student is interested in employment	j) does it meet the demands of employers? is it reliable? are we sure that the student can do what we say she/he can do?
k) to include all interested learners; not to put up a barrier to learning	k) is it inclusive?

of completing the collaborative evaluation taking a lot of time out of their programs. The board, many of whom were also tutors working with the models, agreed that part of the difficulty was the short time-frame required by the circumstances of the pilot project, as well as the extra work involved in filling out monitoring forms. Another aspect of this concerns the conception of the evaluation as being separate from regular program. In an on-going system, the completion of the collaborative evaluation can be seen as building the skills of critical literacy, thus part of the program and not an addition to it. Lastly, there was some concern that recognition for learning was not appropriate for some students. For this reason, some tutors did not register any students for the certificate. The board decided that this was acceptable, since the system had been designed to be optional, not compulsory, and there were enough registrations to test the system.

Recommendation 11

> The "user's guide" should be written and updated periodically to let tutors and students know what information to report on the certificate to aid articulation, in cases where students are interested in it. This applies to students in all types of programs.

The final monitoring surveys showed some improvement. Most participants were satisfied with the way the certificate looked. Response to the question about how it felt to receive the certificate was very positive. Tutors continued to indicate that more guidelines and practice were needed. Confidence in reliability was again high, and again concern was expressed for the time that it took to do the evaluation.

Comments from Monitoring and Marketing Surveys

In the shaded boxes, I have presented some of the comments which were written on the monitoring and market surveys. Each box begins with an objective or effectiveness criterion, or both. Then, quotations from the surveys are given in italics.

> a) to recognize the learning that people do which does not follow a prescribed set of courses leading to a diploma or degree; to recognize, value, experiential learning; to send a message to families and to society: all learning is important.
>
> *Students: "It's great to know that I have accomplished something with my hard work." "It makes me feel good. I will show it to my friends." "I don't normally get many awards. It makes me feel good."*
>
> *Tutors: "If it pleases the students – and it appears to – then it is a good addition to the program. My student wants to show it to her mother and her social worker. She's proud of her accomplishments."*

b) to enhance the self-esteem of the student
c) to enhance student (and teacher!) motivation and the excitement of learning
Is it positive?

Students: "It makes me feel good about myself, and gives confidence." "I think it will be fun to do." "I'm honoured. Never had one before." "It is nice to have. It feels like I accomplished something." "Something to work towards."

Tutors: "My students were thrilled to received them. It made me feel I was really helping them achieve their goals." "It was a good moment. The certificates were received with pleasure, although not all understood exactly what they were for." "I was pleased to see the looks of pride and accomplishment on the students' faces."

f) to back up the student's self-description with documentary evidence f) is there a paper trail for verification?

Co-ordinator: "The certificate backed by the registry provide the documentary evidence."

Tutor: "The certificate should be accompanied by an explanation of the recognition system, and a phone number and address for enquiries."

i) to incorporate student self-assessment
i) does the student have a self-assessment role?

Student: "I learned that I can learn to do things absolutely, good, well and marvellously." "I realized how much I had achieved after preparing the certificate." "I learned that I could do it. I had forgotten how much I had learned."

Tutors: "It gave the students and I a chance to examine where we had come from and plan where we were going." "It helps both student and teacher to re-focus on goals and measure progress to date." "It made me review the different components of reading. We touch on all aspect, but not always in a structured way."

g) to be practical; to make learning (and teaching) easier, not more difficult
g) does it facilitate learning and teaching?

Tutors: "It took a lot of time out of class. I only see these students once per week and we would have missed math and reading time to do this. I asked one student to come in for an extra hour to do the preparation for the certificate." "I need more experience doing them – to make them flow more naturally from the student's work." "Most students don't mind taking one class to fill out the forms, but when doing the completion forms started taking more than 2 classes, they started pushing to get back to their original program. This happened more so with writing the paragraph. This is also the reason why I have tested more model B's than model A's." "We have a very crowded curriculum and it took a large 'chunk' out of the time available. Because the student is in a class, we had to arrange extra time for her to come in to work on this." "Explaining the certificate and certification process took a lot of valuable class time. So did the monitoring form completion."

Students: "I'd rather do my work." "It was a pain to do, but I'm glad I did it." "A workshop for students before entering into this project would be useful." "By preparing this excellent certificate during class, I learned that I was confident in my basic math skills."

7.2.2 Set Two: the Market Survey

7.2.2.1 Approach

The purpose of the market survey was to discover

(a) What kind of system would be functional from an employer's point of view?
(b) How well does each of the models communicate the necessary information?
(c) How open is the public (including employers, literacy students, and others) to the recognition for learning idea?

Several different approaches were used to get an idea of the reaction of the general public, and especially employers, to the Recognition for Learning models. Early in the project, the co-ordinator spoke to several employers to get their ideas about what was required to make a recognition system functional from their point of view. The information gathered was included in the "Some Important Points" table (see Table I). In September and October, displays were set up and staffed in local Fall Fairs in Huron and Perth Counties. People who passed by were asked to fill out a short questionnaire based on the model presented in the display. Results of these questionnaires are reported in the appendix. In November, another survey was sent out to employers in Perth County with

k) to include all interested learners; not to put up a barrier to learning
k) is it inclusive?

Tutors: "I continue to have doubts about the value of the certificates for my students beyond the moment of presentation. Literacy instruction for developmentally handicapped adults is quite new, and it's hard to say how far some of our students will go. Many do not participate well in the composition of the goals, etc. for the certificate. They need a lot of direction. Lastly, our program is so poorly funded for program materials that I would prefer to see the money spent on the RFL matched for teaching materials etc." "The real progress of our students in learning new material can be quite slow. I must be realistic about the goals and use a functional approach. Reading text is not a realistic goal for many of our students, but rather coping skills and life skills – applied literacy in other words. Completing this certificate is for too sophisticated for most of my students."

Co-ordinator: "Looking back, I realize that I never spoke directly to students to ask if they would like to get a certificate. It really was up to tutors to be motivated to invite the students. Confidentiality has something to do with this. But if the tutor wasn't interested, the students did not get the chance to say whether they were interested or not."

the Perth County Training Committee Newsletter. This mail survey was followed up by phone and fax to get a total of 40 responses. The results of this survey are presented in the appendix.

7.2.2.2 Interpretation of Results

(a) What kind of system would be functional from an employer's point of view?

From the key informant enquiries at the beginning of the project, we found that employers felt that the reliability of the system was very important, and that if steps were taken to ensure reliability, then the system would be acceptable. Their experience over time with the results of the system would establish its credibility even more securely. They did not require any specific institutional affiliation to accept the system. Comments on the mail-fax survey did not question the reliability of the system, but some employers found it irrelevant to their work, as their employees had to be certified in particular professions like nursing and auto mechanics. On the mail-fax survey, most employers found the models to be useful or very useful in the process of deciding whether a particular individual would be able to do a good job for them.

(b) how well does each of the models communicate the necessary information?

Results of the mail-fax survey show that preference for model A or model B is quite

evenly split, but it seems that those who prefer model B find A difficult to use. Those who prefer model A, however, were able to use model B. There are exceptions to this generalization. No respondent described both models as unclear. Only one said that an applicant presenting a certificate like this would be judged inadequate because she or he "obviously couldn't make it in regular school."

Recommendation 12

> A combination of the Model A and Model B certificates should be designed. With the help of the "user's guide", student and tutor should choose which parts of the format best express the student's achievement. The final result should look complete.

About a third of the respondents indicated that the certificate could be improved if the two models were combined.

(c) how open is the public (including employers, literacy students and others) to the recognition for learning idea?

The response to the market survey was overwhelmingly positive. There were few definitely negative comments. It seems likely that students would receive encouragement rather than discouragement as a result of presenting a certificate to a prospective employer or other member of the public.

Not all literacy students wished to participate in the RFL pilot project. Those who did expressed satisfaction with receiving the certificate on their monitoring survey responses. This is consistent with our initial understanding as summarized in Table I. If the system is valuable to many students, then we should offer it, and not be discouraged because it is not appropriate for 100% of the students.

Some concrete suggestions were made for improving the certificate, including using the Huron-Perth Literacy Committee Logo and the instructor's signature.

Table VI Results of Final Evaluation Meeting

Registry	Paper	Reliability--Tutor Support	Reliability--collaborative evaluation
Typographical errors are easy to make. Need an "operator" with good attention to detail. Quite a lot of time per certificate. **Find out how we stand with regard to the freedom of information regulations.** **Identify a "house" for the registry. eg. Perth Foundation; Stratford or St. Marys Library; Huron County Library system.** **Estimate a budget and consider how the $ would be raised. Member programs might be able to put up some money.** **On-going deadlines, like "for delivery before April 1, completion form in by March 1."**	Appearance: fancy, have colour, a seal, look official, have a signature, and a logo. There is too much text for some students. Concern about the positive interpretation of language used on the back. Some students can't comprehend the meaning of a certificate. It was confidence-building; Students have very positive feelings about receiving it. **The speed with which the certificates were returned was a big plus.** **Combining A and B:** **- need to clarify the purpose of each section of the report** **- offer choice to tutor-student, just don't set it up so that there are empty boxes if they choose to only do the chart or only the paragraph.** **The certificate is only a piece of the student's presentation to future education opportunities.**	Need for more help with composition. Need to present realistic expectation of the clout of the certificate. **The board should monitor how useful the certificates are when students transfer among programs.** **Include an information sheet about the RFL System with the certificate, along with a contact number if there are any questions. Include a list of the contributing members, for credibility.** **The certificates show learner achievement and can be a source of evidence for member programs when they are applying for funding.** **Write a "managers guide". Include board job descriptions for different roles and number of people needed to carry out the work.**	Timing concerns: 1) the pace of student learning made it difficult for some to participate in the pilot. 2) It took instruction time to do the work. The evaluation and certificate composition helped to review what had been accomplished. Confidence in reliability is high. Add life skills. Detail is good. **Transferability: more detail on the certificate would make transfer to a new program easier. Model A or B would be good.** **Include something about the student's continuing learning goals.** **Write a "users guide" for the system.**

Points in regular print are summarized from monitoring forms
New points that were made during the meeting are in bold

7.2.3 Final Evaluation Workshop

In preparation for the final evaluation workshop, I completed an analysis of all of the monitoring and market surveys that I had received, and wrote some recommendations. I sent invitations to everyone who had been involved in the project, and asked those who could not make it to the workshop to respond to the list of recommendations and send me their ideas. As it turned out, there was a terrible snow storm, and very few people could come. Nevertheless, because I had received so much good written feedback, it was possible to go ahead with the workshop.

At the workshop, we reviewed the objectives and effectiveness criteria quickly, and I presented the results of the surveys according to each component of the system: registry, "paper", system of tutor support to ensure reliability. Then, workshop participants discussed any further ideas they had about how well the system worked, and we recorded these under the relevant system component headings. Finally, we looked over the list of recommendations to verify them, and to add others. Table VI on the following page presents the results of the final evaluation workshop.

7.3 Vision of an On-going Recognition for Learning System in Huron and Perth Counties

7.3.1 Brief Description

Briefly, the system would have these four steps.

1. The RFL registry would be set up and housed in the office of an existing permanent organization independent of the Boards of Education or the Colleges.

2. The RFL board would meet and organize tutor-training sessions, introduction sessions for students, and on-going monitoring and promotion of the system.

3. Tutors would be trained in the technique of collaborative assessment, and be given instructions about sending forms in to the registry. This training would be renewed about once a year.

4. Tutors who had been trained would register the students who wanted a certificate, and go through the collaborative assessment process with them. Certificates would be sent to the tutors who would award them to the students. Ceremonies could be organized by the separate programs if students were interested.

To support this work, certain materials will be developed out of the pilot project. These materials include: (1) a "manager's guide" for the work of the Board; (2) a "user's guide" for tutors and students to help them compose certificates appropriate to individual needs; (3) a tutor-training prototype kit including monitoring, registration and completion forms.

7.3.2 Projected Annual Budget

I have estimated a budget for the operation of a Recognition for Learning Registry and Board for one year in an area like Huron and Perth Counties, assuming that about 200 students will be registered. This budget is presented in Table VII.

Table VII Projected Annual Budget of Huron-Perth Recognition System

Item	Sub-Item	Amount
Operation of Registry	Certificate Paper, Seals, Laser Printing, Photocopying	200.00
	Computer Time	1,500.00
	Telephone/ Fax, Postage, Envelopes, Letter Paper	800.00
	Salary for Operator, 1.5 days per week, 50 weeks @ $105.00 per day	7,875.00
	Office Space	1000.00
Sub-total		11,375.00
Operation of RFL Board	Transportation	1200.00
	Meeting Costs	600.00
	Per Diem for Volunteer Members, 6 members, 12 days each, $60.00 per day	4,320.00
	Other	100.00
Sub-total		6,220.00
Total		17,595.00
Adminstrative Overhead		2,639.25
Grand Total		20,234.25

8 Project Contributions to Current Adult Learning Recognition Systems in Ontario

Currently there are at least four types of programs where an adult can get basic skills training in Ontario. These are community college programs, board of education programs,community-based programs, and labour-union-based programs. Each of these types of programs have their own internal recognition processes, some of which are undergoing change. The results of our project may be helpful to internal changes in these programs, but we also hope that our work can result in co-operation among them. Another development which the project could contribute to is the Ontario Training Adjustment Board (OTAB) system, which may become an over-arching administration for adult training including literacy programs.

8.1 Community College Programs

The Council of Regents is a policy and planning advisory body to the Minister of Colleges and Universities. During the past two to three years, the Council of Regents has been working on two initiatives which are relevant to Recognition for Learning. The first is Prior Learning Assessment Advisory Committee[5]. The second is the establishment of the College Standards and Accreditation Council[6]. Reports from each of these initiatives were completed in July 1992.

8.1.1 Prior Learning Assessment (PLA)

Recommendation 13

> The training offered to "qualify" assessors should be made available to teachers from literacy programs outside colleges, so that more members of the community can develop portfolios for PLA. It is conceivable that prospective students can benefit from preparing a portfolio with a volunteer tutor, if that arrangement is more accessible than a formal portfolio development course at a college.

Eastern Ontario Literacy Link has done an admirable summary of the state of the art in Prior Learning Assessment[7]. This is an approach being used in some community colleges in Ontario to improve the accessibility of college training to adults who have been out of school for some time. There are four methods of assessing the abilities of experienced adults: the challenge process; portfolio development; standardized examinations; and program and course evaluation. The Prior Learning Assessment Advisory Committee recommends that colleges should focus on the first two in the initial phase of implementation[8]. The challenge process is simple. The prospective student is asked to demonstrate a certain skill instead of enroling in a specific college course. If the performance is acceptable, the college recognizes that the student can do the skill, and gives the student credit for the course.

Students enrol in a portfolio development course to develop a portfolio of examples of their proficiency in skills they have developed through experience as well as through formal education. At the end of the course, the portfolio is assessed as part of the

student's application to enter their chosen technical program. Students may also be given credit for courses within the chosen program if the portfolio shows that they have already learned the course content. The portfolio development course also offers students a chance to plan as career path based on their skills and aptitudes.

Recommendation 14

> Tutors could help students who are interested in further training to develop portfolios as a basis for evaluation. This experience could be good background for students who may want to enter a portfolio development course in order to enter a college technical program.

The Prior Learning Assessment Advisory Committee recommends in its report that this method be implemented gradually across the college system in Ontario. They recommend that a central PLA Advisory and Coordinating Group should maintain a list of qualified assessors from across the system. A pool of "Qualified Assessors" suggests the training of people to fill the pool, and the report makes some recommendations about such training.

Recommendation 15

> The recognition for learning experience has shown that portfolio development can be an instruction tool for literacy teachers. This experiences should be shared with people involved in the "concurrent language and portfolio development pilot projects" which were proposed by the Prior Learning Assessment Advisory Committee to the Council of Regents.

There is considerable discussion of the issue of whether students should have to prove "language proficiency" (good reading and writing skills) before admission to a portfolio development course. The report recommends that initially, "meeting language requirements should be a condition of admission", but that pilot projects should be undertaken to learn from experience about how language development and portfolio development can go on concurrently. Experience from the Recognition for Learning project suggests that the concurrent option is feasible, and points to ways for portfolio development to become an instruction tool for literacy teachers.

8.1.2 College Standards and Accreditation Council; Ontario Basic Skills Adult Preparatory Programs Articulation and Standards Project

Part of the mandate of the College Standards and Accreditation Council (CSAC) is to decide upon "system wide standards of all programs leading to a college credential. Such standards must focus on the learning outcomes expected of graduates from a program."[9] (page 1) In order to do this, the CSAC will evaluate programs (not students) using a program review framework. As part of the framework, "CSAC will develop a series of common indicators or instruments. These should include surveys of employers, students, former student, faculty and administrators. Information would be collected on both the attainment and appropriateness of the learning outcomes established for the program, as well as suggestions about changes required to ensure the relevancy of the standards."

Recommendation 16

> The Huron-Perth Recognition System be presented to the Adult Preparatory Programs Articulation and Standards Project, especially to help expedite the process of developing standards and evaluation and reporting methods which are practical and learner-centred. These methods are direct applications of work that has already been done within the OBS system.

(page 26) From 1993 to 1996, CSAC will be doing standards development projects to establish relevant learning outcomes.

The Ontario Basic Skills (OBS) program, which includes literacy instruction, has begun the process of developing standards. The OBS program is also working on improving the "articulation" between colleges offering OBS instruction, so that students can move more easily between colleges. ("Articulation" means helping students transfer from one institution to another without unnecessary repetition of instruction.) This work is now titled "Adult Preparatory Programs Articulation and Standards Project" (APPASP). At the first meeting of the APPASP, a 1989 study of the basic skills requirements of a wide variety of occupations was unearthed (Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills)[10] . This study became instrumental in the development of the "Reading and Writing Stages" guidelines for Recognition for Learning.

The results of that research are stated as learning outcomes in three occupational levels: semi-skilled, skilled, and para-professional. At that first meeting at the Kempenfelt meeting, it seemed that this arrangement of learning outcomes has not yet been adopted into curriculum in OBS instruction. It seems likely that this research has accomplished much of the work of standard-setting for OBS for CSAC. All that remains to do is to implement these learning outcomes into regular teaching. The "Reading and Writing Stages" guide and informal evaluation along the lines of the recognition for learning experience could make implementation straightforward.

Recommendation 17

> The RFL Board should be aware of the approach CSAC intends to use to regulate student evaluation. To be effective, the RFL system, including collaborative evaluation, should be recognized as valid within literacy programs in the college system. The RFL method could be applicable in other programs besides literacy.

RFL's collaborative evaluation and teacher-training could be a model for CSAC to follow within its Program Review Framework. Although "the responsibility for the assessment of individual students is not a part of CSAC's mandate" (page 28), CSAC will be concerned about the existence and quality of student evaluation by programs. A good program evaluation has to be based on a good internal student evaluation process. Recognition for Learning provides a learner-centred model which could be applied. To implement the RFL approach to evaluation, it should be recognized as a valid method by CSAC.

8.2 Board of Education Programs

Recommendation 18

> The recognition for learning system should be explained to the counsellors and principals responsible for prior learning assessment in secondary schools. Any advice they have about how the certificate can express learner achievements more conveniently for the purposes of awarding an appropriate number of credits towards an Ontario Secondary School Diploma should be included in the collaborative evaluation guidelines for tutors and learners.

At present, adults who wish to obtain an Ontario Secondary School diploma (OSSD) must enrol in adult continuing education classes provided by the local school board. Secondary school diplomas are awarded on the basis of credits earned for passing secondary school courses. A minimum of thirty credits is required for a diploma. When adults decide to take classes to earn an OSSD, they meet with a guidance councillor who assesses how many credits they have already earned, whether in earlier schooling, or through experiential learning in the process of maturing, or through courses or instruction outside of secondary schools. This is called an assessment of prior learning. Final awarding of credit is done on the councillor's recommendation by school principals. The credits available for experiential learning are divided into three groups: maturity; equivalent-education; and apprenticeship-training. Twenty-six is the maximum number of credits that can be awarded for prior learning. Adults who want to earn an OSSD after having left secondary school for some time, must take at least four courses from a secondary school program. These policies are laid out in the Ministry of Education publication, Ontario Schools Intermediate and Senior Divisions Program and Diploma Requirements, 1989, pages 31 to 34.

Maturity Credits: "A maturity allowance of up to twelve credits may be given on the basis of age and the length of time out of school." These maturity credits are awarded on a case-by-case basis depending on the judgement of the principal concerning the maturity of the applicant.

Recommendation 19

> A person from the school board who is working with prior learning assessments should be on the RFL board. This person can facilitate the composition of certificates for students who wish to pursue an Ontario Secondary School Diploma.

Equivalent-education Credits: If adults have followed courses of instruction offered by other organizations than secondary schools, they may be awarded credits if authentic transcripts are presented, the courses are considered acceptable by the principal, and they are not normally credited for a college or university diploma. One equivalent credit is awarded for each course containing work that would normally be completed after 110 hours of instruction.

Apprenticeship-training: Credits may be awarded for the completion of periods of apprenticeship-training programs administered under the Apprenticeship and Tradesmen's Qualification Act.

Recommendation 20

> The techniques of challenge and portfolio evaluation should be presented to the Ministry of Education, and their inclusion in the prior learning assessment process for credits towards the Ontario Secondary School Diploma should be advocated.

At present, adults who learn in programs outside secondary schools but do not receive transcripts that state the number of "normal instruction hours" can not have that learning counted towards an OSSD. It is quite unusual for community based programs to keep track of the number of hours of instruction. It is possible that a tutor and student could keep track of hours and report that on the Recognition for Learning certificate. The number of hours, accompanied by the statement of learning achievements could help in the assessment of how many credits to fairly award for prior learning. A certificate without the statement of the number of hours could help adults receive the appropriate number of maturity credits. These benefits in articulating between secondary school programs depend on secondary school principals understanding and accepting the procedures of Recognition for Learning.

8.3 Community-based Programs

Recommendation 21

> Any approach to on-going implementation of a recognition system should be scrutinized for its accessibility and acceptability to community-based programs.

Gladys M. Watson and Elaine Gaber-Katz[11] have used three characteristics to describe community-based literacy practice: Learner Centredness; Literacy from a Critical Perspective; and Community Building. The objectives of the Huron-Perth Recognition for Learning system are derived from values of learner centredness and community building. The work of East End Literacy has helped us considerably. Their kit, "This is not a Test", was ground-breaking work in literacy learner self-evaluation[12].

Because of their perspective and dedication, community-based programs enrich the adult learning milieu. In spite of this, community-based programs are often short of resources. It is very important that a recognition system be accessible and acceptable to community based programs.

8.4 Labour Union-based Programs

The BEST program, co-ordinated by the Ontario Federation of Labour, was the only one of this sort which we found in Huron and Perth. Although the co-ordinator of the program made a valuable contribution to the design workshop at the beginning of the project, no further involvement took place. Workplace literacy in very important in the transitional economy. Any recognition system would be stronger with involvement from workplace

programs with a labour perspective.

Recommendation 22

> Involvement of workplace programs with a labour perspective should be encouraged in recognition systems, including membership on the RFL board.

8.5 Ontario Training and Adjustment Board (OTAB)

The responsibility for adult education and training in Canada is divided between the federal and provincial governments. The federal ministry which funds adult training is Employment and Immigration Canada. The Ontario provincial government has just put several ministries together into the Ministry of Education and Training. In order to organize training more rationally in Canada, especially to ensure its relevance to a changing economy, the federal government established the Canadian Labour Force Development Board (CLFDB). This board operates with the assistance of local boards across the country. In Ontario, these local boards are to be organized under a provincial board called the Ontario Training and Adjustment Board (OTAB). Consultations have been taking place since 1990 among "Labour Force Partners" (Business, Labour, Educators, Equity Groups) to come to an agreement about the mandate and organization of OTAB. Legislation has be presented to the legislature, but as of January 26, 1993, we are unsure whether literacy programs in Ontario will be operating under OTAB.

Among the responsibilities envisioned for OTAB are some activities relevant to the recognition of adult learning. Quoting from the 1992 document Local Boards: a Partnership for Training [13], local board responsibilities to EIC and CLFDB will likely include

> promoting the adoption by local firms and training institutions of occupational standards for training and certification. (p. 6)

In Skills to Meet the Challenge[14], programs to be included under OTAB are divided into four categories, and literacy is named under "Labour Force Entry/ Re-entry". Ontario Basic Skills, Ontario Community Literacy, and Other Literacy Programs are all listed here (p. 13). One of the improvements that OTAB is expected to be responsible for is

> Increased emphasis on portable, generic, and certifiable skills. Portable refers to skills that have value in a variety of related work settings, generic refers to basic skills which all workers need to have, such as numeracy and literacy, and certifiable, refers to skills which are formally recognised in a variety of work settings (or jurisdictions). Training with these characteristics would recognize the value of skills and knowledge as important factors in productivity, job security and mobility. (p. 14)

A very strong theme in the policy development for OTAB is equity and accessibility. OTAB is supposed to encourage employment equity by making training more accessible to several identified "equity groups": women, people with disabilities, visible minorities. It will be a challenge to develop certification processes which increase rather than

decrease accessibility.

OTAB has not yet begun to design this "certification process". The Recognition for Learning Pilot Project attempts to develop a system which is very accessible and also functional from the point of view of labour force development.

The Ontario Training and Education Action Coalition has identified a long list of issues of concern with regard to OTAB. The issues are listed in "The Community Based Trainers OTAB and Local Board Information Kit"[15]. One of these issues is

> Continuing to develop an assessment and evaluation model which reflects and accommodates the varied learning styles and needs of our participants. (page 8)

We hope that the system we have developed meets these learner-centred criteria.

Recommendation 23

The Huron-Perth Recognition System should be presented to the community-based training coalitions in Ontario, as it may help them to deal with their concern about the approach OTAB (Ontario Training Adjustment Board) may take to certification. RFL is a certification system which may meet their criteria for "reflecting and accommodating the varied learning styles and needs of their participants".

9 Recommendations

In this section, I have simply listed all the recommendations together, but grouped them thematically. The recommendation number is to the left of each one. The "Table of Recommendations" at the beginning of this report lists the page on which each recommendation can be found.

Recommendations about Recognition Systems in General

1. The recognition system should be available to all literacy programs regardless of institutional differences.

2. The recognition system should be acceptable to all member literacy programs.

3. The registry and the board should have an identity independent from any of the member programs.

5. Registration in the system should be optional, depending on the needs of the individual student.

Recommendations about the Huron-Perth System Components

Collaborative Evaluation within Literacy Programs

6. Memory-assisting techniques like learning journals and portfolios support the reliability of collaborative evaluation. The development of skills in their use should be part of Recognition for Learning tutor training.

7. The "Reading and Writing Stages" guidelines should be made widely available. Similar work should be done for numeracy and life-skills. Such guidelines should describe observable stages in skill development, including the most basic early stages, and the more advanced stages.

8. The evaluation process used should be collaborative, informal, reliable and valid.

Certificate

4. The certificate should focus very specifically on what the individual student has accomplished. It should present information in a clear way, and be positive.

11. A combination of the Model A and Model B certificates should be designed. With the help of the "user's guide", student and tutor should choose which

parts of the format best express the student's achievement. The final result should look complete.

RFL Board

5• Only tutors who have been trained in collaborative evaluation should be invited to register students in the recognition system. This limitation requires that tutor training and support for building collaborative evaluation skills be conducted within the system. This is one of the main purposes of the RFL Board.

10• The "user's guide" should be written and updated periodically to let tutors and students know what information to report on the certificate to aid articulation, in cases where students are interested in it. This applies to students in all types of programs.

16• The RFL Board should be aware of the approach CSAC intends to use to regulate student evaluation. To be effective, the RFL system, including collaborative evaluation should be recognized as valid within literacy programs in the college system. The RFL method could be applicable in other than literacy programs.

Recommendations about Future Implementation of the Project Results

Colleges

12• The training offered to "qualify" assessors should be made available to teachers from literacy programs outside colleges, so that more members of the community can develop portfolios for PLA. It is conceivable that prospective students can benefit from preparing a portfolio with a volunteer tutor, if that arrangement is more accessible than a formal portfolio development course at a college.

14• The recognition for learning experience has shown that portfolio development can be an instruction tool for literacy teachers. This experience should be shared with people involved in "concurrent language and portfolio development pilot projects" which were proposed by the Prior Learning Assessment Advisory Committee to the Council of Regents.

15• The Huron-Perth Recognition for Learning System should be presented to the Adult Preparatory Programs Articulation and Standards Project, especially to help expedite the process of developing standards and evaluation and reporting methods which are practical and learner-centred. These methods are direct applications of work that has already been done within the OBS system.

13. Tutors could help students who are interested in further training to develop portfolios as a basis for evaluation. This experience could be good background for students who may want to enter a portfolio development course in order to enter a college technical program.

School Boards

17. The recognition for learning system should be explained to the councillors and principals responsible for prior learning assessment in secondary schools. Any advice they have about how the certificate can express learner achievements more conveniently for the purposes of awarding an appropriate number of credits should be included in the collaborative evaluation guidelines for tutors and learners.

18. A person from the school board who is working with prior learning assessments should be on the RFL board. This person can facilitate the composition of certificates for students who wish to pursue an OSSD.

19. The techniques of challenge and portfolio evaluation should be presented to the Ministry of Education, and their inclusion in the prior learning assessment process should be advocated.

Community-based Programs

20. Any approach to on-going implementation of a recognition system should be scrutinized for its accessibility and acceptability to community-based programs.

22. The Huron-Perth Recognition System should be presented to the community-based training coalitions in Ontario, as it may help them to deal with their concern about the approach OTAB (Ontario Training Adjustment Board) may take to certification. RFL is a certification system which may meet their criteria for "reflecting and accommodating the varied learning styles and needs of their participants".

Ontario Federation of Labour Programs

21. Involvement of workplace programs with a labour perspective should be encouraged in recognition systems, including membership on the RFL board.

Endnote References

1. Unit for the Development of Adult Continuing Education (1989) Open College Networks: Current Developments and Practice, Leicester: UDACE. (Christopher House, 94B London Road, Leicester, LE2 0QS.) p. 5

2. Unit for the Development of Adult Continuing Education (1989) Open College Networks: Current Developments and Practice, Leicester: UDACE. (Christopher House, 94B London Road, Leicester, LE2 0QS.)

3. Paulson, F. Leon, and Pearl R. Paulson, (1991) "The Ins and Outs of Using Portfolios to Assess Performance" The Educational Resources Information Centre (ERIC), U. S. Department of Education.

4. Paulson, F. Leon, and Pearl R. Paulson, (1991) "The Ins and Outs of Using Portfolios to Assess Performance" The Educational Resources Information Centre (ERIC), U. S. Department of Education.

5. Ontario Council of Regents' Prior Learning Assessment Advisory Committee (1992) Prior Learning Assessment: enhancing the access of adult learners to Ontario's colleges, Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

6. Richard Johnson and Bernard Shapiro (1992) The College Standards and Accreditation Council: the report of the CSAC Establishment Board to the Minister of Colleges and Universities, Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

7. Frances Lever (1992) Workplace Literacy, Open Learning: recognizing experiential learning, Kingston: Literacy Link Eastern Ontario.

8. Ontario Council of Regents' Prior Learning Assessment Advisory Committee (1992) Prior Learning Assessment: enhancing the access of adult learners to Ontario's colleges, Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

9. Richard johnson and Bernard Shapiro (1992) The College Standards and Accreditation Council: the report of the CSAC Establishment Board to the Minister of Colleges and Universities, Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

10. Ontario Ministry of Skills Development, Literacy Branch (1989) Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills, Toronto: Literacy Branch.

11. Elaine Gaber-Katz and Gladys M. Watson (1991) the land that we dream of... a participatory study of community-based literacy Toronto: OISE Press.

12. East End Literacy (1990) This is not a Test: A Kit for New Readers, Toronto: East End Literacy Press.

13. Canadian Labour Force Development Board (1992) Local Boards: A Partnership for Training, Ottawa.

14. Ontario Training and Adjustment Board (1991) Skills to Meet the Challenge: A Training Partnership for Ontario, Toronto: Ministry of Skills Development (now Education and Training).

15. Ontario Training and Education Action Coalition (1991) The Community Based Trainers OTAB and Local Board Information Kit, Toronto.

Appendix

Recognition for Learning Tutor Training Kit

The tutor training kits included copies of the RFL Newsletter and Factsheet, an example certificate, five copies each of the registration, completion and monitoring forms, and a calendar with project events and deadlines noted. In addition to this instrumental material, there was also some professional background material. This included a summary of "The Ins and Outs of Using Portfolios to Assess Performance"[*], a list of questions to guide the evaluation process, and a synthesis of literacy inventories, called "Reading and Writing Stages".

All of these materials are reproduced here, except for the RFL Newsletter and Factsheet and the calendar. Anyone who wishes to develop a recognition system using the Huron-Perth model would need to write their own factsheet(s) and calendar specific to their project. Also, we have included several example certificates which were actually composed by students and tutors during the pilot (names have been changed). One complete two sided example of each model is included, followed by several examples of the reverse sides only.

We have also included the questionnaires for the market survey.

Example Certificates (pages Teacher Training Kit 2, Teacher Training Kit 10)
Registration Form (page Teacher Training Kit 11)
Completion Forms (Model A and Model B) (pages Teacher Training Kit 12, Teacher Training Kit 14)
Monitoring Forms (pages Teacher Training Kit 15, Teacher Training Kit 18)
The Ins and Outs of Portfolios (page Teacher Training Kit 19)
Evaluation Questions (page Teacher Training Kit 21)
Reading and Writing Stages (page 19, Teacher Training Kit 22)
Market Survey Questionnaires (pages Teacher Training Kit 31, Teacher Training Kit 34)

[*] Paulson, F. Leon, and Pearl R. Paulson, (1991) "The Ins and Outs of Using Portfolios to Assess Performance" The Educational Resources Information Centre (ERIC), U. S. Department of Education.

Certificate

to recognize the achievements of

Rachel Hammond

in

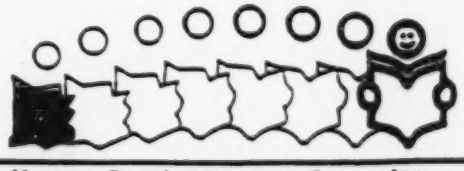
Literacy

at **Huron-Perth Literacy Centre- Conestoga**

with **Glenda Hart** as instructor.

Date: 24/11/92

A summary of the learning achieved by this student appears on the back of this certificate.



Huron-Perth Literacy Committee

Model 1

Rachel started classes in Literacy in the spring of this year. She planned the paragraphs written below with her instructor. She can read it unassisted. She can write a paragraph about her learning with minimal assistance.

I was encouraged to start taking classes by a friend. This friend takes a real interest in me and gives me a lot of support. I am very keen to learn and take a great deal of initiative on my own to read at home. I always come to class prepared and eager to progress further. I have just completed Laubach Way to Reading Skill Book 1 and Skill Book 2, and the readers, In the Valley and City Living. I have learned the short vowel sounds as well as other combinations taught in Book 2. I am writing sentences with correct structure with minimal assistance. My confidence is greatly improving as I begin to realize that I am now spelling many words correctly. I have also learned some useful things such as cheque writing and many words one might need to know on a menu to be able to order by oneself. I hope to improve my reading and writing skills.

Certificate

to recognize the achievements of

Patricia Jackson

in

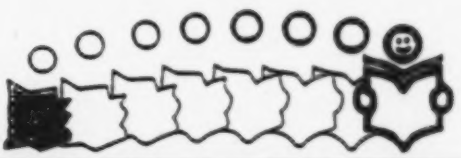
Literacy

at **The Literacy Centre**

with **Sandra Boyd** as instructor.

Date: 24/11/92

A summary of the curriculum followed by this student appears on the back of this certificate.



Huron-Perth Literacy Committee

Modul B

When instruction began, Patricia was proficient at basic addition and subtraction

Goals Achieved: **Patricia Jackson can now**	**with assistance**	**with minimal assistance**	**independently**
do basic multiplication			✓
do basic division			✓
use the four math skills (+,-,x,÷) with fractions		✓	
use the four math skills (+,-,x,÷) with decimals		✓	
use the metric system		✓	

In early October, it had not been determined if Matt knew his name by sight or was aware of numbers or letters and the difference between them. His instructor, Barbara Cockwell took a course in Facilitated Communication, and began to use this method to see how much of this number and letter recognition had been absorbed. As his instructor, I have written what I have helped with and observed.

"In October my instructor began using Facilitated Communication (F. C.). I really hated it the first time. I don't really like to be touched. However, I got used to having my hand held in this way, but it was only about three weeks ago that I began to use the required resistance.

"I have demonstrated on a letter board that I can spell and in fact read. My instructor asked me what I wanted to do in class, and I spelled STORDYS (stories). I was shown five books, and using F. C., indicated the titles of each. I pointed (F. C.) and verbally indicated that I would like to read Treasure Island. That is next on our agenda.

Martha composed the paragraph below to explain what she has achieved in reading and writing and how she accomplished this. She planned and wrote this paragraph with minimal help from her tutor.

Before I began taking classes, I was reading romance novels, religious books such as The Lives of the Saints, newspapers, letters, and history books. I would only write short notes to my family. I wanted to get better at writing so together with my instructor we covered many things. I read stories and novels, answered question in complete sentences as well as wrote my own stories. I worked on my writing by doing exercises on topics such as sentence recognition, capitalization, and subject and verb agreement. we also used crossword puzzles to help both reading and writing. I found some of these areas difficult, but by coming to class and working hard, It is getting much better. By continuing to come to class, having and open mind, working hard, practising more and taking my time in what I am doing, I will continue to improve my skills and by improving, I feel better about myself.

When instruction began, Dennis could read small, simple words, and write only when absolutely necessary

Goals Achieved: **Dennis Wheeler can now**	**with assistance**	**with minimal assistance**	**independently**
write notes to himself			✓
write notes to others			✓
fill out application forms		✓	
write short answers to questions from stories he reads			✓
use the computer to write stories		✓	
read newspapers and magazines		✓	
read bulletins at work			✓
read maps and road signs			✓

When Instruction began, John was a beginner reader and writer.

Goals Achieved: **John Hudson can now**	**with assistance**	**with minimal assistance**	**independently**
use phonics and context clues to self-correct his reading			✓
confidently write meaningful print			✓

Marley is a cheerful, hard working and optimistic person. She shows great interest in improving her reading and writing skills. Since coming to the Academic Upgrading program at Conestoga, Marley has completed two Adult Reading Workbooks and is not doing a High School Correspondence Co
urse in English. We enjoy her enthusiasm for learning.

Goals Achieved: **Marley Brown can now**		with assistance	with minimal assistance	independently
Reading	follow written instructions			✓
	read for information and pleasure with good comprehension		✓	
	pronounce most vowel combinations correctly in new words			✓
	use good expression in oral reading			✓
Writing	regularly write interesting, extended articles in her journal			✓
	correct errors in spelling, punctuation and sentence structure		✓	
Math	addition and subtraction			✓
	multiplication (with aids)			✓
Other Skills Observed by Instructor **Driver Training**: Marley has successful studied the Drivers' Manual, taken a written exam and practical driver's test in the recent past. **Shows Initiative in her Community**: Marley wrote a letter to her M.P.P. to discuss cross border shopping, a topic which she found unsettling. **Organizational Skills**: Organizes a household of five in an efficient, cheerful manner, and responsibly handles children's specific medical needs. **Communication Skills**: listen, comprehends and contributes to discussions in a reasoned manner.				✓ ✓ ✓ ✓
Other Skills not Observed by Instructor **Volunteer Work**: Marley has worked with Meals on Wheels, and cares for the elderly at Phase II in Stratford and in seniors' residences.				

When instruction began, Dean read only "help wanted" ads in the newspaper. Deancould not differentiate vowels and consonants.

Goals Achieved: **Dean Frayme can now**	**with assistance**	**with minimal assistance**	**independently**
identify consonants.			✓
identify vowels, long and short.			✓
read short newspaper articles.		✓	

When instruction began, Derek had no computer experience.

Goals Achieved: **Derek Black can now**	**with assistance**	**with minimal assistance**	**independently**
Relate hardware components to their use in the processing cycle.			✓
understand basic concepts of memory and data storage.			✓
understand the difference between hardware and software.			✓
start the computer.			✓
use the DOS command to format a disk.			✓
demonstrate familiarity with a keyboard.			✓
use LOTUS 1-2-3 to create a simple spreadsheet.		✓	
use WordPerfect to enter and edit text, and to save and print a file.		✓	

RECOGNITION FOR LEARNING
Glenne Broughton, Co-ordinator
c/o Perth County Training Committee
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Registration Form

Student's name:_____

Student's address: _____

_____

Phone:_____

Would this student be interested in being on the Recognition for Learning Board?

Teacher's name:_____

Name of programme: (check one)

St. Marys Adult Literacy ____; Ontario Basic Skills, Conestoga College ____; Basic Reading Writing and Math, Perth County Board of Education ____;

Phone:_____

Date of this registration:_____

Completion Form, Model A

Please fill in the blanks with the words which will appear on the front of the certificate.

This is to recognize the achievements of _____ *(name)*
in _____ *(subject area)*.

Program_____

Date_____ Instructor_____

A summary of the learning achieved by this student appears on the back of this certificate.

Please provide the two paragraphs which will appear on the back of the certificate. The first paragraph describes what the second paragraph is about and how it was created. (an example is given here.) Please write yours below the example.

> Gianne composed the paragraph below to explain what she has learned and how she learned it. She planned this writing, wrote it, corrected it, and presented it with minimal instruction.

The second paragraph describes the student's achievements (an example is given here). Please write your paragraph on the back of this paper.

> When I realized that people were not getting as much information from what I was writing as I wanted them to, I decided to take a clear writing course. During the course I completed several writing projects. At first, I needed a lot of help with planning the project. Now, I follow several steps before I say that my writing is finished. First, I write down everything that comes to mind about the topic. Then I look over the ideas, and decided which comes first, second, and so on. I write a sentence to introduce the reader to what I'm writing about. At the end, I write another sentence to tie all the ideas together. After I put everything together in the right order, I read the whole thing over to see how it sounds. Sometimes I make a few changes so that the words flow and the meaning is more clear. I try to imagine that I am a stranger who doesn't know what the story is about. With the more difficult projects, I ask someone else to read my writing and tell me where it is unclear. When I'm satisfied that the story is as clear and interesting as I can make it, I make a good copy, and print it off on the computer. Because I follow all these steps, my writing is clear and I know people enjoy reading it.

Completion Form

Please fill in the blanks with the words which will appear on the front of the certificate.

This is to recognize the achievements of _____ *(name)*
in _____ *(subject area).*

Program_____

Date_____ Instructor_____

A summary of the curriculum followed by this student appears on the back of this certificate.

Please give the information which will appear on the back of the certificate.

Please write a sentence or short paragraph describing what the student was doing when instruction began, beginning with the phrase "When instruction began..." (an example is given here). Please write your statement below the example.

When instruction began, Gianne's writing was inspired but not clearly organized.

Please fill in the "goals achieved" table on the back of this form and check off the independence level. There is an example below.

Goals achieved: Gianne can now	with assistance	with minimal assistance	independently
Organize writing using a coherent outline	☐	☐	☐
Examine her writing critically and revise it using clearer words and sentences	☐	☐	☐
Print off a good copy on the computer using WordPerfect	☐	☐	☐

Goals achieved:

with assistance	with minimal assistance	independently
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐
☐	☐	☐

Monitoring Survey
How's it going?

We need information from students and tutors. We would like tutors to fill out one form by themselves. Students can fill out forms by themselves or with assistance from a tutor or from someone else. Writing your name and phone number is optional. Please feel free to call Gianne and tell her your ideas.

Date:_____ Name:_____ Phone number:_____

1. Please circle one: Student Tutor

2. Please circle one: Woman Man

3. Which model are you testing? Please circle one: A B

4. How does the certificate look? Please circle a number between 1 and 5:

1	2	3	4	5
excellent	good	all right	poor	very poor

Please explain how it could be improved:_____

_____

5. Please make a comment about how it made you feel to be offered the chance to get or give a certificate like this one._____

_____

_____

6. Do you need any more help or information to make Recognition for Learning better for you? Please circle one: Yes No
If yes, please explain.

_____

_____

7. Have you done a "joint-assessment" to prepare a certificate yet?

Please circle one: Yes No

If "yes" please answer the remaining questions on the back of this paper.

8. How confident are you that the student can do what the certificate says she or he can do? Please circle a number between 1 and 5:

1	2	3	4	5
very confident	confident	adequate	not very confident	serious reservations

Please explain how it could be improved:_____

_____

_____

9. How well did the process of preparing the certificate fit in with your programme? Please circle a number between 1 and 5:

1	2	3	4	5
made the program better	fit in easily	not too much trouble	hard to manage	It was a pain to do!

10. Please write about what you learned about your learning from preparing the certificate.

_____

_____

_____

Final Monitoring Survey
How did it go?

We need information from students and tutors. We would like tutors to fill out one form by themselves. Students can fill out forms by themselves or with assistance from a tutor or from someone else. Writing your name and phone number is optional. Please feel free to call Gianne and tell her your ideas.

Date: Jan._____1993 Name:_____ Phone number:_____

1. Please circle one: Student Tutor

2. Please circle one: Woman Man

3. Which model are you testing? Please circle one: A B

4. How does your own certificate look? Please circle a number between 1 and 5:

1	2	3	4	5
excellent	good	all right	poor	very poor

Please explain how it could be improved:_____

_____

5. Please make a comment about how it made you feel to get or give a certificate like this one. _____

_____

_____

6. Do you need any more help or information to make Recognition for Learning better for you? Please circle one: Yes No
If yes, please explain.

_____

_____

7. How confident are you that the student can do what the certificate says she or he can do? Please circle a number between 1 and 5:

1	2	3	4	5
very confident	confident	adequate	not very confident	serious reservations

Please explain how it could be improved:_____

_____

_____

8. How well did the process of preparing the certificate fit in with your programme? Please circle a number between 1 and 5:

1	2	3	4	5
made the program better	fit in easily	not too much trouble	hard to manage	It was a pain to do!

9. Please write about what you learned about your learning from preparing the certificate.

_____

_____

_____

The Ins and Outs of Using Portfolios to Assess Performance

F. Leon Paulson: Multnomah Education Service District, Portland, Oregon
Pearl R. Paulson: Beaverton School District, Beaverton, Oregon

A Summary

"**A PORTFOLIO** is a carefully crafted portrait of what a student knows or can do .... a personal and public statement .... a purposeful , integrated collection of student work showing student effort, progress, or achievement in one or more areas. The collection is guided by performance standards and includes evidence of student self-reflection and participation in setting the focus, selecting contents, and judging merit. A portfolio communicates what is learned and why it is important."

The key issue is not the contents of the portfolio but the **process** of creating it: the student's role as owner, creator, and reviewer. Evaluation designs must not impose external requirements for standardization of "input-output". They must allow inferences to be made about the learning that took place during the process of compiling the portfolio.

Stakeholder interest is very complex: Everyone who has a personal interest in the evaluation is a stakeholder, including the student and his/her family, the teacher, supervisors, etc. The primary stakeholder (student) assembles and owns the portfolio; the secondary stakeholders are the others with an interest in it.

Setting Goals

We must consider that students have instructional goals, and that if students are expected to become self-directed learners, the goals set by curriculum committees must not be considered the only goals worth assessing.

Goal setting is comprised of stating intentions and setting performance standards. Making students aware of and involved in setting program goals may have a positive effect on learning. Performance standards are qualitative, allowing people to make judgements about the contents.

Contents

Decisions made by stakeholders, especially the student, determine what will go in the portfolio. The contents may include classroom assignments, finished or rough drafts, other work developed specifically for the portfolio, self reflections specific to issues etc. It must be organized and indexed to provide a coherent picture, as portfolios are highly diverse, reflecting the uniqueness of the individual student.

Evaluation

Students develop their capacities to evaluate as they review and judge the quality of the work in their portfolios. Portfolio assessment is more than data analysis, it is a process that involves disciplined inquiry in which the stakeholders review materials in context to make informed judgements. Each stakeholder reviews the specific contents of the portfolio in relation to a personal set of intents and standards. Communication between stakeholders and evaluators is an important link between the isolated activities in the classroom and the overall goals for an educational program.

Implications

Some argue that since portfolios play a major role in instruction, evaluators should not use them for assessment. However, portfolio assessment can give evaluators a better understanding of the creator/student, as well as a means of understanding educational processes at a deeper level, than traditional means of evaluation can.

Evaluators must remain mindful of the nature of portfolios: they are neither standardized tests nor performance assessments. They are a natural environment, a cross section of student life that allows an opportunity to assess students performing.

There are three concerns when assessing portfolios; that we reassess the way we think about reliability, that we should seek analytic techniques that preserve

the complexity, and that "we should be more restrained in our enthusiasm for scaling anything that moves".

Rethinking Reliability

The way we usually think about reliability is based on the theory that the thing measured is linear and additive. However, human mental processes are not linear. Human behaviour tends to follow unpredictable patterns; it is discontinuous and complex. Learning does not occur smoothly and in predictable increments. The non-linear or "chaos" theory replaces the input-output determinism with the study of pattern. Chaotic patterns of thinking seem to be central to the mind's ability to produce ideas, make decisions, and experience emotions.

The human mind frequently disagrees not only with others, but with itself. In educational measurement we treat disagreements among evaluators as errors. Differences in agreement contain important information, and reveal different interpretations of the same criteria. This suggests that when evaluators disagree on how to "score" something in a portfolio, it may be more valuable to provide the student with a discussion of how and why the judges disagreed than to promote the illusion of a "unified front" represented by a resolved score. Evaluators may use a different criteria to assess the portfolio, and students gain a valuable opportunity to learn from examining the criteria held by different stakeholders and by developing ways to accommodate those divergent values. Rather than developing common criteria to apply inside the classroom, our efforts might better be directed at helping students find ways to accommodate to the multiple criteria that society applies outside the classroom.

Portfolios should have goals, performance standards, stakeholder input, while giving stakeholders wide latitude in their interpretation. We must accommodate diversity while ensuring rigor, impartiality, representativeness. The advantage of qualitative techniques of evaluation over quantitative is that qualitative is designed specifically to preserve diversity.

What do we evaluate when we evaluate? Do we evaluate the whole, or an accumulation of parts? The "evaluator's paradox" is that we need words to describe things, but words divide things into artificial categories and in so doing, the essence is lost. Evaluators need measurement facts to describe learning, but evaluators cannot describe learning using measurement facts.

Part vs. Whole:

1. Portfolio assessment should assess portfolios, not parts of portfolios. We often have good reason for looking at the parts of a portfolio, but we should always judge the parts in context.

2. We should provide for both holistic and analytic judgement when designing portfolio coding and scoring systems, and use them in combination when judging.

3. Let us recognize the evaluators's paradox and enjoy it for what is - puzzle with many self-contradictory solutions. It makes our job as evaluators interesting, keeps us honest, and encourages humility.

Conclusion

The thing portfolios do best is invite diversity. They give a perspective on student performance that is unique, pointing out that education is the product of many stakeholders, many points of view. Portfolios provide information on how pieces are integrated, looking more at process than product. They are highly individual story of knowledge constructed by the learner, not supplied by the teacher. If done well, portfolio assessment has the capacity to reveal processes that are at the heart of learning. When properly used in the classroom, they become an invitation to think; they invite students to reflect on their learning, nurture independence and self-direction. Portfolio evaluation calls on evaluators to think about reliability, validity, scaling and other measurement questions in new ways, accommodating diversity.

Questions to Help Tutor and Student Focus on What Has Been Learned

Look over your notebook/ portfolio/ journal and notice all the work you have been doing.

What sort of things were you reading and writing when you began?

What are you reading and writing now?

What are some of the things you did along the way?

What did you find easy?

What did you find difficult?

How did you get over your difficulties?

What did you find most interesting?

What kinds of things do you do best?

How will you go about continuing to improve your reading and writing?

What do you want to tell others about what you have learned?

Reading and Writing Stages: *A Synthesis of Literacy Inventories*

This resource was prepared for the Recognition for Learning project to support the process of collaborative evaluation (see section 5.3, page 19, Teacher Training Kit 22). Literacy skills inventories from several sources were matched up. I found that the skills identified in other inventories could be seen as elaborations of the eight stages used in Wellington County (this page). On the next several pages, I have listed the skills from the Ottawa Skills Catalogue according to the Wellington County stages. The skills listed in the Occupational Literacy document are presented according to these stages as well, and appear in boxes in the text.

Stages adapted from Wellington County Language Arts Elementary School Report Card, 1987.

Stage 1	**Emergent Reading**: shows an interest in books and stories and attempts to retell them. **Emergent Writing**: scribbles symbols that have meaning to the learner.
Stage 2	**Print Awareness**: associates "reading" with the print in the reading material **Writing Awareness**: a mixture of scribbles with some identifiable symbols.
Stage 3	**Early Beginning Reading**: is becoming aware of **words** and can recognize individual words in reading materials. **Early Beginning Writing**: begins to form words, a mixture of letters with some identifiable sounds.
Stage 4	**Beginning Reading:** has expanded sight vocabulary; is able to read chart stories, dictated stories and easy-to -read books. **Beginning Writing**: beginning to write meaningful stories with some identifiable words.
Stage 5	**Early Independent Reading**: is developing **strategies** through the use of phonics, context to self-correct reading error. **Early Independent Writing**: writes meaningful print in which the reader can also identify meaning.
Stage 6	**Independent Reading**: has well-developed strategies to self-correct. Can independently read a wider range of classroom and library material. **Independent Writing**: writes a story using spelling and printing that are close to standardized forms. **Early Paragraph Writing:** writes a sequence of ideas on a topic.
Stage 7	**Consolidation Reading**: is able to read a wide variety of material. Can read for information; is comfortable with silent reading. Begins to self-adjust speed and mode of reading to material. **Paragraph Writing**:(i) is able to retell an experience with a beginning, middle and end; (ii) is able to create a story with a beginning, middle and end.
Stage 8	**Flexibility Reading**: is able to skim, scan, sample and select appropriately. Uses a variety of strategies to find meaning from print. **Advanced Independent Writing**: uses own ideas to create or explain a theme or problem and carries it through to a conclusion.

Items from the
Ottawa Adult Literacy Skills Catalogue (bullet points) and
Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills (in boxes)

Stages 1 to 3

Attitude
- Develops specific realizable goals with tutors e.g. helping children with school work; getting a driver's license; shopping alone.

Direction of Reading/Writing
- Looks to the beginning of book, anticipates direction of script.

Shapes
- Traces, then copies basic shapes left to right on page within the lines.

Letters
- Points to letters of the alphabet while naming them. Copies capital letters from model produced by tutor.

Social Sight Words
- "Reads" common words and symbols in the environment.

Basic Identification
- Writes out own name, names of family members. Prints own name and address on envelope without copying. Writes out phone numbers from memory.

Experience Stories
- Dictates, matches words in, and copies one or two sentence Experience Stories.

Script Recognition/ Production
- Recites alphabet in order.
- Names letters
- Prints script in upper and lower case
- Copies accurately
- Uses capital letters appropriately

Punctuation
- In oral reading, takes into account period, question mark, quotation marks, and exclamation point.
- Copies punctuation
- May use periods and question marks

Stage 4

Phonics

- Combines sounds with assistance when reading and writing new words
- Reads and writes *sh, ch, ph, th, wh, ing, ion, ight, aught and ought* in regularly encountered words.
- Breaks up words into readable bits with assistance.
- Will read and write simple compound words
- Reads and writes affixes as regular parts of known words
- Uses the initial consonant as an important clue when identifying words. Will usually guess first consonant correctly when writing a new word.
- Will read short rhyming words
- Sounds and spells out three letter words.
- Will attempt various vowel pronunciations until hearing one that makes sense.
- Applies "e" at the end of the word rule for long vowels.

Dictionary Use

- Arranges words in alphabetical order by initial letters.
- Uses a beginners' dictionary with effort.
- Finds own name in phone book.
- Uses pocket phone directory.

Spelling

- Correctly spells:
    - Days of the week, months, numbers
    - Frequently used words: *the, off, and, to,* etc.
    - Contractions
    - Possessive nouns with apostrophe and "s"
    - Common words that come up in journals or Experience Stories
    - Work related words

Daily Tasks

- Writes down telephone numbers. Asks for spelling to write down names.
- Makes shopping lists
- Writes requisitions for work using vocabulary card or sample form prepared by teacher
- Selects common grocery items by reading labels.
- Interprets marks on children's report cards.
- Signs permission slips and finds how much money is required. Helps child respond to birthday invitations.

- Fills in simple forms correctly
- Distinguishes between junk mail and mail which requires attention.
- Recognizes symbols on bills and cheques.
- Finds amount due or amount receivable.
- Opens savings account

Reading Comprehension

- Follows step by step instructions accompanied by pictures.
- Enjoys being read to and reading with tutor.
- Flips through magazines etc. looking for meaning.
- Memorizes and "reads" short poems.
- Enjoys reading books created for adult learners.
- May attempt to read captions under picture in newspaper.
- Looks in classified for specific needs as "help wanted" or "articles for sale"
- consults encyclopedia, dictionary and atlas.

Stage 5

Punctuation

- When writing unassisted, will normally produce complete sentences, but will often leas a sentence incomplete due to overload.
- Periods and question marks are understood but often neglected.
- Reads aloud with greater confidence though intonation may be inappropriate and rhythm irregular. Takes into account colon, italics, underline, semi-colon, and brackets.
- Uses period, comma, exclamation point, quotation mark, and apostrophe in personal writing.

Script

- Reads non-standard cursive.
- Writes cursive script with increased speed.

Written Expression

- Will compose two or three related sentences without tutor's assistance.

Phonics

- Creates new words by referring to rhyming words they can already spell.
- Reads short words fluently. Successfully sounds out long words.

- Regularly pronounces the relevant vowel long when the word ends with a silent *e.*
- Automatically applies "e" at the end of a word rule in creating new words.
- Consistent in *ea, ou, ie, ei, ee, oo, ou,* in familiar words.
- Sounds out and writes new words involving consonant/vowel blends.
- Will break up unknown words into syllables to sound them out.

Spelling

- Applies the following rules:
    - i before e except after c and when sounded like a.
    - Double the final consonant where preceded by a vowel when adding ending beginning with a vowel.
    - Drop final e before adding suffixes beginning with a vowel.
    - Plural endings
    - Irregular plurals
    - Common homonyms
    - Similar sounds: loose/lose etc.

Day to Day Tasks

- Writes short messages at home.
- Starts to organize life by listing and prioritizing activities with help of teacher.
- Checks ingredients on food packages. Uses instructions for preparation.
- Interprets comments on children's report cards.
- Writes notes to teacher explaining children's absence, other concerns.

Reading Comprehension

- Beginning to follow written instructions in sequence.
- Picks up and reads incidental material.
- Reads special adult level books.
- Reads books to children.
- In newspaper etc, compares offerings in classified, having read descriptions and understood special vocabulary.
- Compares prices between stores.
- Reads description of TV shows.

Dictionary Use

- Will arrange words in alphabetical order, even when initial letters are the same.
- Begins to make use of guide words when using dictionary or telephone book.

Stage 6

Written Expression

- Produces extended bits of writing up to a page in length, with some run-on or uncompleted sentences, but corrects these when proof-reading with tutor.
- Starts to use paragraphs to separate major ideas.
- Identifies topic sentence.
- Writes coherent paragraph following topic sentence.
- May express opinion in a letter to the editor.

Punctuation/Sentence Structure

- Regularly combines simple sentences with and, but, or because.
- Confident expression in oral reading. Anticipates further sentences.
- Uses colon before lists. Uses commas and quotation marks with greater confidence.

Phonics

- Pronounces most vowel combinations correctly in new words.
- Knows meaning of common affixes and applies this knowledge when decoding and creating new words.

Day to Day Tasks

- Selects pertinent information when taking office phone calls.
- Keeps agenda.
- Fills in common forms without assistance.
- Uses a checking account regularly to pay bills by mail.
- Starts to use Library catalogue.

Reading Comprehension

- Follows written instructions step by step.
- Often carries own reading material to pass the time on buses or other waiting situations.
- Learning to doubt or disagree with things in print.

Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills

Terminal Performance Objectives for Basic Communications (Semi-Skilled Occupations)

READING

A. Demonstrate pre-reading skills

B. Read, using decoding and encoding skills (word attack and phonics, predicting, contextual clues and personal experience).

C. Interpret symbols, signs, maps, floor plans, schedules and tables.

D. Determine key information from simple notes, messages, memos and simple instructions.

E. Identify main ideas in various written media (e.g. stories, articles, instructional leaflets and handbooks).

F. Distinguish between fact and opinion.

G. Determine the writer's purpose.

WRITING

A. Demonstrate basic writing skills.

B. Use correct mechanics.

C. Use correct structure and syntax.

D. Demonstrate understanding of the writing process

SPEAKING and LISTENING

A. Demonstrate basic listening skills.

B. Ask and answer questions coherently and concisely.

C. Give and follow directions or instructions.

Stage 7

Writing

- Makes fewer errors in sentence structure even on first draft.
- Uses increasing variety of combining words such as *since, however, therefore, while, nevertheless, and -ing* to create more elegant, complex sentences.
- Regularly breaks writing into paragraphs showing important bits of meaning.
- Organizes own writing into chunks of meaning or topics that can be expanded or rearranged.

Reading

- When reading, uses knowledge of paragraph structure to skim and pick out major sentences of a longer piece.

Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills

Terminal Performance Objectives for Intermediate Level Communications (Skilled Occupations)

READING

A. Locate information for a specific purpose using a variety of sources such as telephone directories, industrial directories, catalogues, manuals, dictionaries, thesauruses and encyclopedias.

B. Recognize symbols and signs; interpret maps, floor plans, schedules, charts, tables and graphs.

C. Determine key information from notes, messages, memos, vouchers, invoices, claims, simple instructions, letters and short reports.

D. Identify main ideas and details in magazines, newspapers and related occupational articles.

E. Distinguish between fact and opinion and cause and effect, make inferences and determine writer's

WRITING

A. Demonstrate control of standard written English.

B. Demonstrate understanding of the writing process.

C. Apply writing skills and strategies.

SPEAKING and LISTENING

A. Ask and answer questions coherently and concisely.

B. Give and follow directions or instructions.

C. Present/evaluate a point of view or information effectively.

Stage 8

There were no skills listed in the Ottawa Skills Catalogue at this stage. I presume that the Ottawa group considered that people who are reading and writing at stage 8 are literate, and beyond the scope of their literacy skills catalogue. Stage 8 is included here to show the direction of continued growth in literacy ability.

Occupational Literacy: A Training Profile Development Project for Ontario Basic Skills

Terminal Performance Objectives for Advanced Level Communications (Para-professional)

READING

A. Locate information for specific research purposes using a full range of resources.

B. Interpret symbols, signs, maps, floor plans, charts, tables and graphs.

C. Determine facts, opinions and inferences from a wide variety of written material.

D. Evaluate the style and content of a variety of written materials.

WRITING

A. Demonstrate control of standard written English.

B. Demonstrate understanding of the writing process.

C. Apply writing skills and strategies.

SPEAKING and LISTENING

A. Ask and answer questions coherently and concisely.

B. Give and follow directions or instructions.

C. Present/evaluate a point of

Market Survey Questionnaires

Questionnaire One: Fall Fairs

The first stage of our market survey was to put displays in the local fall fairs, and get people passing by to fill out a short questionnaire for us. The display included posters and visuals about Literacy and the Huron-Perth Literacy Committee, and information about Recognition for Learning. In addition to sample certificates, "Crankshaft" cartoons and the following text were part of the display.

> **It is a great accomplishment for an adult like Crankshaft to learn to read after a lifetime of "getting by".**
>
> **The Recognition for Learning project is trying out a system for giving adults a certificate to recognize their great accomplishment.**
>
> **Here is a sample certificate.**
>
> **The front says who, where and when the learning was done.**
>
> **On the back, adults write a summary of what they have learned. This way, the certificate has an example of what they can write.**

On page Teacher Training Kit 32, you will find the Fall Fair questionnaire.

Questionnaire Two: Mail-Fax to Employers in Perth County

We have also included the covering letter and questionnaire which was sent to employers in Perth County with the Perth County Training Committee newsletter. Half-size examples of Model A and Model B certificates were attached to the questionnaire.

Please answer these questions while you are here. It will help us design a better recognition system.

1) Please check one:

Are you an employer? Yes [ ] No [ ]
Are you an adult student? Yes [ ] No [ ]
Are you a member of the general public? Yes [ ] No [ ]

2) Is the meaning of the certificate clear to you?
Yes [ ]No [ ]

If no, please explain:_____

_____

3)If someone who had earned this certificate came to show it to you, what would be your response? Put a check beside the sentences which say what you might say.

[ ] This is a person who is trying hard to improve.

[ ] This is an employable person.

[ ] It's nice, but not very important.

[ ] This is someone who can learn what she or he needs to learn.

[ ] Literacy is good, but Grade 12 is really the only thing that counts.

[ ] Other (please write your own)_____

_____

For more information, please write your name, address and phone number.

October 28, 1992

Dear Employer,

Recognition for Learning is a pilot project to design a system to offer adult literacy learners recognition for their accomplishments. One of the objectives of the project is to offer adult literacy learners something that can help them in their search for employment. In order to evaluate whether we have designed something useful for job searching, we need to know how well our models communicate to employers, and whether they contain information which can help employers in their hiring decisions.

You could help us in this evaluation by reviewing the sample certificates which are attached, answering the questions on the back of this letter, and returning your response to the Perth County Training Committee by November 23. Gianne and her helpers will be phoning as many of you as we can to hear your responses directly, answer any questions, and encourage you to send back your answers to these questions.

Thank you very much,

Gianne Broughton

Introduction to the Certificates

We are testing two certificate formats, called Model A and Model B. Both formats are two sided. The enclosed examples are 1/2 actual size. These formats are two different ways of communicating similar information. Because of the wide diversity among the literacy programmes and adult learners participating in Recognition for Learning, the certificates attempt to report very specifically what the adult has learned.

Questions (Please circle your answer)

1.a) After reading the certificate, how clear is your idea of what the person can do?

Model A: Very Clear; Clear; Unclear;Very Unclear

Model B: Very Clear; Clear; Unclear;Very Unclear

b) How can the model be more clear?

Model A:_____

_____

Model B:_____

_____

2. a) Is the information expressed on the certificate helpful in your decision about whether the person can do a job in your business?

Model A: Very Helpful;Helpful;Not Helpful; useless

Model B: Very Helpful;Helpful;Not Helpful; useless

b) Model A Is the paragraph format helpful in judging the person's ability? Yes;No

c) Model B Is the check-mark system indicating the person's independence level helpful in judging whether the person could do a job in your business?Yes;No

d) How can the model be more helpful?

Model A:_____

_____

Model B:_____

_____